

Sierra Educational News

**Official Journal of
California Teachers Association**

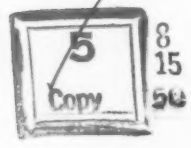
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ROY W. CLOUD

State Executive Secretary

660 MARKET STREET, SAN FRANCISCO 4

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PUBLISHER'S BINDING

Sierra

EDUCATIONAL NEWS

New Year's Greeting

I WISH each and every one of our members a prosperous and happy New Year — a year filled with cheerful service. And if, because of existing conditions, some happening may disturb the usual routine, may you have the desire and ability to maintain your accustomed calm.

A good many years ago the well-known poet James W. Foley of Pasadena wrote "The Golden Hour." A stanza from that poem has a beautiful lesson for everyone, particularly for teachers. It reads:

So let's dream like a child in its playing,
Let's make us a sky and a sea,
Let's change the things 'round us by saying
They're things that we wish them to be;
And if there is sadness or sorrow,
Let's dream till we charm it away,
Let's learn from the children, and borrow
A saying from childhood:
"Let's play!"

The Apostle Paul said in one of his famous speeches, "I am a citizen of no mean city." You and I are citizens of the finest country in the world and, despite war and all of its disturbing elements, we are living in the best period of the world's history — now.

So here's wishing every one of you the finest year you've ever had.

Roy W. Cloud
State Executive Secretary
California Teachers Association

There are 36,250 copies of this issue . . . JANUARY 1944

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CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley, 4; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles, 13; phone TRinity 1558.

TRAVEL SECTION



WARTIME TRAVEL SERVICE

TEACHER AND WIFE RUN A TRAVEL BUREAU

Jehiel S. Davis, Science Teacher, Canoga Park High School, Los Angeles City

WAR conditions make us too busy and we are apt to assume things without knowing the facts. Time and again we are asked by friends and acquaintances, "Your travel business is folded up now, I suppose?", "You had to close your travel business, didn't you?", or "What are you doing now that there is no travel?"

Of course war conditions make profound changes in many businesses, especially travel. Catalina Island was closed as a resort, cutting off thousands of dollars worth of business. Pearl Harbor stopped all of that flourishing steamship trade. We retain our Trans-Atlantic and Trans-Pacific Passenger Conference memberships and pay our dues, looking forward to the time when we will again be sending our clients over the seven seas and inhabited continents.

Profits from air travel are gone. We continue to make air reservations but the priority situation and other conditions make it poor business.

But, the bus business is extra good and limited only by available space. This side-line business now becomes the main affair and our tickets are picked up from New Brunswick to Florida and from British Columbia to

Mexico City. Our telephone seat-reservation service sends thousands of pleased passengers on their way to and beyond Portland, Ore., Reno, Salt Lake City, Albuquerque, and El Paso.

The almost hourly bus service to San Diego and San Francisco makes reservations to those places unnecessary. The business of our office is heavy, more so than ever before in peace or war. At peak-times we have had three clerks working at once. It takes a lot of work to handle a bus business large enough to pay the expenses of a travel office set up to handle European and world travel and tours.

Office Open Daily

Every day, every holiday, the office is open, selling tickets and giving information. The rent has not been reduced, neither has the staff been cut. Profits are not as good as before but the business is not in the red. People ride the bus to other parts of California to which they may not drive on a limited gasoline ration. The other 47 states, Canada and Mexico, beckon to those who must go for business, to see dear ones, or for necessary relaxation. Bus travel is less interrupted by wartime conditions than are other types of travel and the travelers using it are more independent. They will not run short of food, will usually be on schedule or if on a through route, often ahead of schedule, and their overall cost will be

much less than prompt travel by any other means.

So from morning until night the office hums. "Can I get two seats to Fargo, N. Dak., on the 8:45 bus the 25th?" "How much baggage can I check on my ticket?" "What will it cost to go to Sleepy Eye, Minn., and back?" "When must I leave here to get to Dow Field, Bangor, Maine, by 1800 o'clock a week from next Saturday?" "My wife left Hickory Valley, Tenn., last Wednesday. Where will she arrive and when?" "If my trunk does not come today I will sue the company." "I will take a half-fare ticket to Westwood" (10c)!

"When does the Greyhound bus leave?" "For where?" "Oh! for Filmore, Utah." "That would be Union Pacific, 8:45 A.M., 2:00 P.M., or 6:00 P.M." "Why not Greyhound?" "Because Greyhound does not go there."

"How can I get to Burbank?" etc., etc., etc. That is what we do. The work is heavy and the profits modest. But, the business roars and we are ready to resume world-tours, including European motor-tours pioneered before the war. There will be much more flying in the post-war tour.

This is not an ad. There will be more travel business than the travel-services can handle for some time. This is the answer to that oft-repeated query, "Did your travel business fold up?" It is a picture of a curtailed but heavy and fully-operating business, owned and operated by a teacher and his wife.

HERE'S to a successful end to the war, then to long romantic trips to distant interesting lands in new enduring peace.

* * *

Institutes on Professional and Public Relations is the title of an interesting and helpful 18-page mimeographed report, issued by NEA Division of Field Service and summarizing, state by state, the 1943 series of institute sessions; for a copy address NEA at 1201 16th Street, N.W., Washington 6, D. C.

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CASA PAN-AMERICANA

MUSINGS OF A DAY SCHOLAR AT CASA PAN-AMERICANA AND THE ENGLISH LANGUAGE INSTITUTE

*Edna Doherty, Teacher Grades 5 and 6, Sequoia Elementary School, Oakland**

WHEN you were a child did you, perchance, go to boarding-school as a day scholar? Did you burn with curiosity and envy and regard the boarders as the privileged ones? Were you conscious of their slightly superior attitude toward the outsiders?

I remember, vividly, how I looked upon the great building from the outside. I knew the classrooms and the busy halls and the playgrounds. I had many friends "on the inside" who were only too willing to whet my curiosity, if not to satisfy it, by hinting of gay parties and intrigues. Later I became a resident and an initiate into all of these mysteries.

I was reminded of an earlier experience when I became a day student at Casa Panamericana located on the Mills College Campus in Oakland. My initiation will be complete only when I have been a resident. Here were adults gathered from all parts of the Americas, come to form a community for six weeks, to live side by side with students from many parts of the United States, to share a common life, to speak each other's language, to explore each other's mind and motives.

Again I was an outsider. No one excluded me. I had the pleasure of invitations to lunch, to dinner and to entertainment, but I missed some of the more intimate contacts, the daily meetings at mealtime, the easy comradeship of the great living-room where guests gathered after dinner to chat, to sing, to sit looking into the fire for a while before retiring to rooms for study and rest.

I missed the "owl" sessions of cronies who gathered in the various rooms for lazy talks before going to bed. Oh, yes, there were advantages too. I could concentrate on my work without being tempted to stray into long discussions which made one turn night into day and keep the student

lamp burning and the typewriter clacking in the hours after midnight. I could eat and rest in the quiet of my own home. I had the pleasure of opening my home to new friends.

The Mills Campus has an atmosphere all its own, quiet and intimate. Its many activities during the summer make it a unique gathering place for people whose interests range from language and literature to music and art, to child study, to family and international relations. The great temptation is to try to have a share in all of this and there are opportunities to do so without neglecting your main interest. There are evening concerts and lectures conducted by noted artists and composers, plays put on by the various groups, art exhibits, teas, and Sunday concerts by the famous Budapest String Quartet.

The "Casa" was like my favorite club. I wandered in between classes, stopped for a chat with friends, watched Antonio Sotomayer do lightning caricatures of whoever came within his range of vision. I had the rueful satisfaction of seeing myself through his eyes. Someone had only to touch the keys of the piano to have a full-throated chorus at his back.

Clublike Classes

The "Casa" was the setting also for many classes. Doctor Arturo Torres-Rioseco led a Latin-American work shop in English, Dr. German Archinegas one in Spanish. Conversation groups flourished. These two brilliant men gave us the background of Latin-American history and culture. I attended the lectures in English regularly to enlarge my background of knowledge.

How about work? Didn't you do any work? I never worked harder in my life. Put the WLB and Paul McNutt on one committee and you'll have some idea of the genius of the directors of the English Language Institute for getting long labor-hours out of a short man-power group.

I was a member of the work-shop group which under the directors, helped to develop a streamlined course in English for Latin-Americans. The three phases of this

course were grammar, phonetics and English intonation patterns, and teaching our Latin-American friends who were enrolled as students.

There was drudgery in this work. Each day, or rather each night, after the days work was over, carefully patterned exercises had to be worked out to fit the subject to the lessons. What a review we had in English and Spanish grammar! The joy and inspiration came from two sources, from our contacts with the fine human beings who directed the Institute and from our work with the people from all parts of the Americas who had enrolled in the Institute.

Many New Friends

What has being a day-scholar at Casa Panamericana and the English Institute meant to me? I can't put it all into words. First of all I have made new friends among people from other American countries and among my own countrymen who have shared my experience. I have come to appreciate more fully some of the difficulties people face in trying to understand each other, some of the possibilities which exist for bringing about a deeper sympathy between them.

I am more eager than ever to visit countries which I have not seen and to revisit the others. I want to be able to talk with their people and to understand them. How can I foster this desire until such trips are feasible once more? By returning to Casa Panamericana for further contacts. Hasta la vista!



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LOS ANGELES

* Has travelled extensively in South and Central America and the Philippines; attended English Language Institute at Mills College summer session 1943.

Mr. Benner Says

W. A. BENNER, principal, E. Morris Cox Elementary School, Oakland, is vice-president of California Elementary School Principals Association, Bay Section. His school is named in honor of a former president of California Teachers Association.

Mr. Benner also is editor of the Bulletin of the principals group, now in its 10th volume. In a recent issue Mr. Benner declares:

In these critical times it behooves us to keep a united front in maintaining and improving the educational opportunities for which California is noted.

Each of us should study the front cover of the November issue of Sierra Educational News. It tells a real story of progress through teamwork.

As leaders of morale and professional growth in our respective schools, is it not our duty to be militant and dynamic to the end that progress may be continuous and wholesome?

* * *

W. B. Mooney, for the past 17 years executive secretary of Colorado Education Association and editor of Colorado School

Journal, has resigned his position and on the first of January, Craig P. Minear, superintendent of schools, Fort Collins, Colorado, assumed the position.

Mr. Minear comes to his new duties with excellent qualifications. He has served in a number of school positions in Colorado and is one of the best known educators of that state. We wish for him a most happy experience in his new work and we wish for Mr. Mooney many years of happiness in his retirement.

* * *

Leslie Salt Film

IN response to the announcement that a 20-minute, 16 mm motion picture in color, showing salt production by solar evaporation, and which will be loaned without charge to schools, the Leslie Salt Co. states that requests have been received from many school principals.

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anton, Salinas, Sacramento, San Jose, Susanville, Tulare, Upper Lake, Watsonville and Willets are booked for a showing of this informative film.

Address Leslie Salt Co., 310 Sansome Street, San Francisco 6.

* * *

California Institutes

A DEPARTMENT of Institutes has been established as a service of University of California Extension Division, announces Dr. Baldwin M. Woods, director. Dr. J. Harold Williams, director of summer sessions and associate director of extension, administers the newly organized department.

The new department provides general discussion between experts and professional or lay people on subjects much in demand. Since the procedure will be in the nature of a refreshing program, courses stress application.

Other services offered by the University of California Extension Division include class and correspondence instruction, visual aids to education, labor education, lectures, and lecture-films on popular subjects.



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Your Own Post-War Plans...

With so many library projects in the making, for construction and modernizing after the war, it seems a good time to remind you that Gaylords' specialized knowledge in the planning and equipping of libraries is at your disposal.

Illustrated here is an example of what can be achieved when cooperation by the librarian, architect and the Gaylord staff begins at the blueprint stage. The Delaware Academy Library at Delhi, N. Y.—Archibald F. Gilbert, New York City, architect—is an outstanding example of a modern, efficient and inviting library, housed in a building that combines grace, character and beauty. Gaylords' furnished the shelving, tables, chairs, charging desk, dictionary stands, card catalogs. The book storage cupboards underneath the windows are unique.

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showing arrangement of
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In Memoriam

California School People Recently Deceased

Katharine Sharpsteen

On June 5, 1942, after completing 23 years of teaching service in San Luis Obispo High School, chiefly in the English department, Katharine C. Sharpsteen retired from 31 years of school experience, not tired in spirit but with a gradual weakening of the body. A few months ago the lingering illness grew more and more disquieting and on October 11, 1943, her spirit rose to the Father's "house of many mansions."

Miss Sharpsteen supplemented her splendid English with an accurate knowledge of California's glorious history. Drama, music and the writing and production of operettas helped her to live a joyous, unselfish, happy life. In St. Stephens beautiful Episcopal Church, where she made her active church home, the kind rector fittingly applied the Psalmist's appropriate words to her serviceable life: "Them that are meek shall He guide in judgment; and such as are gentle them shall He learn His way." Truly may it be said she was meek, gentle, and helpful. The profession has lost a well-trained servant, this school has lost a loyal instructor, and our community has lost a wise counselor.

Mrs. Irene Howland Nicoll, member of the music faculty of San Francisco State College, died October 16. She had charge of the classes in voice instruction.

At the recent meeting of Tulare-Kings County Principals Association a beautifully-worded resolution in memory of Howard Gaines, recently deceased and for many years principal of Orosi Union High School, was unanimously adopted.

A. O. Hackman, for many years teacher of bookkeeping and shorthand in San Jose city schools, passed away on October 18, 1943. He had been continuously since 1926 a member of California Teachers Association.

Mabell Parish, since 1928, in charge of counseling and orientation and teacher of modern and ancient history in Burlingame high school, died November 15, after a short illness. She was one of the most popular teachers of San Mateo County. Pupils of Burlingame high school held memorial exercises and as a tribute to her raised \$150, to be given to the Chidester Baby and Childrens Fund, Mills Memorial Hospital, San Mateo.

Education Newsletter issued by the Office of San Diego County Superintendent of Schools recently appeared in its attractive initial number; Dr. John S. Carroll is county superintendent. This helpful bulletin, published monthly during the school year, has as its purpose, according to Jens H. Hutchens, chief deputy superintendent, the review of those items of educational nature which should be brought before the members of the profession to the end that they could better continue the program of educational development in San Diego County.

* * *

Liberal Education

MARK VAN DOREN, distinguished author of many volumes, has brilliantly written *Liberal Education*, a book of 270 pages, published by Henry Holt and Company, 536 Mission Street, San Francisco; price \$2.50.

This stimulating and trail-blazing preview of the education of the future received an immediate ovation throughout the nation. Clifton Fadiman, in *The New Yorker*, says: "A teacher friend of mine who read the book tells me that it should put an end to the discussion for a hundred years. He means that there need be no more books about education. . . I think he is right."

* * *

The Instructor, widely-known teachers magazine with a national circulation, has 6 California teachers as contributors to its December issue, — Ida Tyson Wagner, Claremont; Esther E. Sweeney, Claremont; Marguerite Arabel Wing, Alhambra; Mrs. Dorothy Warnes Reilly, San Diego; Mrs. Blainie G. Goodman, Newberry; Henrietta Holland, Highland.

The Instructor is published by F. A. Owen Publishing Company, Dansville, New York.

* * *

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You are invited to call or write directly to the individual schools at any time. Catalogues and information will be sent without obligation.

Three School Veterans

Honorary Life Members of California Teachers Association

Roy W. Cloud

AT the meeting of the Board of Directors of California Teachers Association held in Los Angeles December 3, three California educators were named honorary life members.

Honorary life membership in California Teachers Association carries with it all of the rights and privileges of membership in the Association for the life of the holder. A life membership is granted only when the recipient has completed his duties in the school system and has retired from active educational work.

Those so honored were Major Joseph Pomeroy Nourse of San Francisco, Ansel S. Williams of Stockton, and David Rhys Jones of Piedmont.

Major Nourse

Major Nourse has completed an outstanding service to education, most of which was rendered in the city of San Francisco. After his graduation from Stanford University, he taught for three years in Santa Ana, then accepted a position as a Latin and Greek teacher in a San Francisco high school. For many years he taught in Lowell High School. With the opening of Galileo High School, he became its first principal and continued his work there until elected superintendent of schools seven years ago on the retirement of Dr. Edwin A. Lee.

During World War I, Mr. Nourse organized the ROTC units in the San Francisco city schools and was commissioned a Major by Gov. Johnson, Calif. For several years he had charge of all of the ROTC work in San Francisco.

His seven years as superintendent of the San Francisco city schools marked him as one of the progressive, understanding superintendents of the nation. He had the confidence and goodwill of all of the teachers of the department. Major Nourse will reside in San Francisco.

Ansel Williams

Ansel S. Williams was graduated from the high school at Stockton and entered Stanford University where he was graduated with the class of 1905. His work at Stanford was so outstanding that he won a

prize for the best scholarship in the Education Department at the University and was awarded a scholarship which paid his costs and tuition at Yale University, where he received his Master's degree. He then returned to Stockton where he taught history.

When James A. Barr left the superintendency at Stockton about 1912, Mr. Williams was unanimously selected as his successor and for 31 years has guided the destiny of the Stockton school system. He inaugurated many practices which marked the Stockton system as one of the best in California.

He and Mrs. Williams, together with their daughter Marian, are residing in Mexico at present, having left Stockton for an extended vacation October 15. They report enjoying the new environment. Mail will reach them through the American Consulate at Mexico City, D. F.

David Rhys Jones

David Rhys Jones was graduated from Carroll College, Wisconsin, then entered the University of Wisconsin where he took the regular courses and advanced study. Almost immediately upon graduation from Wisconsin he became the principal of the high school in his old home town. In 1901 he came to California as the principal of Escondido High School. He remained in Escondido for two years then enrolled in the University of California and in 1904 received his Master's degree.

He was for a time a reader and instructor at the University then accepted a position in the San Francisco State Normal School as an assistant to the late Frederick Burk. He remained in that position until 1914 when he became city superintendent of schools of San Rafael in which position he attained very considerable prominence for a period of five years.

Failing health caused him to relinquish teaching and for three years he lived in the mountain sections where he entirely regained his health. In 1923 he became the rural supervisor of Siskiyou County and resigned that position in 1931 to become a field worker and legislative representative for California Teachers Association. During his 12 years with the Association he has visited all parts of California and became acquainted with many of the school people of the state.

Mr. Jones decided that he would retire from active work and left his Association position on the first of January. He will continue to reside in Piedmont where he made his home for many years.

Mr. Jones will be greatly missed by his associates at headquarters of California Teachers Association and by the hundreds of teacher friends whom he has made during his Association activity.

American Legion

AERICAN Legion has issued several interesting and important publications of great practical help to teachers and all who deal with children:

1. Our Children's Future, 62 pages, illustrated, presents a practical program for the prevention and treatment of juvenile delinquency. This excellent monograph has gone through many editions and is kept up-to-date.

2. Social Security for Children, a 6-panel illustrated leaflet, issued by the Legion's National Child Welfare Division.

3. Important Jobs To Do Now, suggested World War II liaison activities for American Legion Posts.

Copies of these publications may be obtained by addressing James K. Fisk, Adjutant, American Legion, Department of California, Room 117, Veterans Building, San Francisco.

* * *

Student-Teachers

See Portraits on Page 9

CALIFORNIA Student Teachers Association executive officers include: President — Joseph Deverian, Jr.; Vice-President — Elma Pierini; and Secretary-Treasurer — Euline Bruesch, representing three different campuses, has had a busy school year.

We are going to present a little something about each of the executive officers. Each is a Senior in college and Education is their major subject.

President Joseph Deverian, Jr., Santa Barbara State College, is doing his practice teaching at Santa Barbara Junior High School. He is a member of Sigma Phi Mu, national scholarship society, and of Alpha Phi Gamma, social fraternity. He is enrolled in the V-7 program and leaves for active Navy duty as soon as he completes the requirements for his A.B. degree. Sociology and English as his minor subjects.

Vice-President Elma Pierini, San Jose State College is President of the Bay Section as well as president of her local CSTA chapter. She is a member of Kappa Delta Pi, national honor society and Pi Epsilon Tau, local elementary honor society. She is working on her general elementary credential and her minor is music.

Secretary-Treasurer Euline Bruesch, La Verne College, begins her practice teaching in the Pomona system around the first of February. She is a very active member of her local CSTA chapter and she heads the membership committee. Her aim is "... to be the best teacher possible for her to be." English and sociology are her minors.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 40 183

JANUARY 1944

NUMBER 1

CTA SEMI-ANNUAL MEETING

DIGEST* OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, LOS ANGELES, DECEMBER 4, 1943

Roy W. Cloud

SEMI-ANNUAL meeting of the State Council of Education, California Teachers Association was called to order by President John F. Brady, at Biltmore Hotel, Los Angeles, 9:30 a.m. December 4, 1943. The Pledge of Allegiance was led by Mary Virginia Morris of Los Angeles.

Proxies were accepted and seated as members for the day. CTA members present on invitation of the Sections were given the privilege of the floor for the day. Minutes of the April meeting were approved.

State Executive Secretary, Roy W. Cloud, made his report, as follows:

*To the Officers and Members of the
California Council of Education
Greetings:*

In bringing to you my semi-annual report this morning, I am filled with a sense of deep gratitude for the fine support and generous help which the members of California Teachers Association have given to me personally and to the other officers of our organization.

There has been a real demonstration of unity within our teaching profession during this year, and because of that fact our Association has seen the accomplishment of aims which at times have seemed almost beyond our power of attainment. California Teach-

ers Association can take just pride in its accomplishments during 1943.

The 55th session of the California Legislature which met from January to June, 1943, enacted a number of laws which are of considerable significance in the maintenance of our public education system. I shall discuss a number of bills which were before the Legislature.

1. The proposal of major importance was our teacher retirement bill, A.B. 1107. For more than a year, the Retirement Committee of California Teachers Association, headed by Mrs. Louise Beyer Gridley, worked diligently and long in the preparation and consideration of a measure which for the present and for future time would take care of the retirement problems of the teaching force. California Teachers Association employed the best known firm of Consulting Actuaries on the Pacific Coast, Coates and Herfurth of San Francisco and Los Angeles. Mr. Barrett N. Coates, head of the firm, assumed the responsibility of preparing the measure which would fulfill sound actuarial principles and at the same time be acceptable to the teachers of California. At very considerable cost to our Association, Mr. Coates prepared such a bill.

It was introduced into the Legislature by the Interim Committee of the Assembly which had studied retirement since the adjournment of the 1941 session. Honorable Don Field of Glendale, as Chairman of the Assembly Interim Committee, assumed the responsibility of guiding the proposal through the two houses. In the Assembly a small but determined group opposed the bill but on roll call there were 69 favorable votes and 11 opposing. When the bill went to the Senate, it was most ably handled by Senator Byrl Sals-

man of Palo Alto, assisted by Senator Arthur H. Breed of Oakland, and through the united efforts of these two Senators, assisted by several others, A.B. 1107 passed the Senate without a dissenting vote. This was an unusual achievement, for A.B. 1107, a bill based on sound actuarial principles, called for an initial expenditure on the part of the State of over \$6,000,000 a year, and the proponents of the measure, in presenting the bill, gave to the members of the Legislature the plain facts that this \$6,000,000 in a very few years would increase to an annual expenditure of at least \$11,000,000 per year over a considerable period of time. With these facts in mind, the members of the Legislature gave their assent to the proposal, and it went to the Governor for his action.

Governor Earl Warren, despite the urging of thousands of educators throughout the State, expressed the belief that A.B. 1107 was not a just measure and accordingly vetoed the bill. In his veto message, however, he stated that it would be his pledge to endeavor at a special session of the Legislature to have enacted a retirement bill for teachers.

Visits With the Governor

I have visited Governor Warren on three occasions in the past few months and at each of these meetings he has reiterated his promise to call a special session. He has delegated to an Interim Committee of the Legislature, composed of three Senators and three Assemblymen, the task of preparing a sound and adequate retirement bill for this special session. I have discussed with members of this Interim Committee the whole retirement situation and I believe that we shall have a teacher retirement system in California which will meet the needs of the teachers. At the Retirement Committee meeting yesterday, Assemblyman Lee Bashore of Glendora, a member of the Interim Committee, discussed the matter with our Retirement group. Mrs. Gridley will inform you of the meeting when she gives the Retirement Committee report.

2. I am satisfied that the Governor plans

* Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 155 Sansome Street, San Francisco.

also to call a special session to again provide additional assistance to the elementary schools. I discussed the need of additional elementary State aid with the Governor and later with Senator DeLap of Contra Costa County, who presented our former bill for increased State aid. He is a member of the Interim Committee of the Legislature which is studying fiscal affairs. Governor Warren assured me it is his earnest desire that the State shall obligate itself for at least a second year to the amount which has been given this year in addition to the constitutional guarantee of \$60. The Governor desires that the increased minimum salary voted at the last session of the Legislature shall continue for at least another year. We are all pleased that the Governor has been so willing to express himself on these two all-important matters.

3. You have had an opportunity of knowing of the various proposals which were enacted. I believe that you have given them careful study. I am glad that California leads the nation in the matter of a minimum salary for teachers.

Sick Leave

4. I am happy that California has the leading place in the matter of granting sick-leave to the teacher for in addition to the sick-leave pay for a minimum of 5 days in any school year, which will accumulate to 25 if not used from year to year, a teacher may receive for 100 days the differential between the regular pay of the teacher and the amount paid to a substitute. These provisions give to California teachers a fair and reasonable sick-leave protection.

5. The last bill which I wish to mention is one which has given relief to many small high schools of California. It has been of especial help to many small districts.

6. There were three bills which the Association vigorously opposed. One of these, the religious education bill, has become law. I hope that it may be adjusted so that it will prove beneficial to the children of the State.

We vigorously opposed the bill to require teachers to take examinations in grammar, spelling, arithmetic and other basic studies in order that their credentials could be renewed every three years. This bill did not become a law.

We also opposed the idea of requiring a uniform report-card for every pupil in California, in which grades should be marked in percentages. This bill did not become law.

There were many other proposals which may have been of interest to you, but

time does not permit me to discuss them here.

WE can report that the great majority of the schools of California are open and are giving the lessons which are so necessary for the future welfare of our State. I believe that the minimum salary law and the constitutional guarantees, for which California Teachers Association alone is responsible, have made this condition possible.

Three Staff Members

I regret that Alfred E. Lentz, who for many years was our legal adviser, has discontinued his service with us and now devotes all of his time to his official work in the State Department. We had come to lean upon Mr. Lentz heavily. Although he is not now employed by California Teachers Association, his chief, Dr. Walter F. Dexter, has assured me that his legal opinions on school affairs will be rendered as frequently as needed to the school people of the State. Alfred E. Lentz, over many years, has served most excellently and competently the school, the children, and the teachers of California, and continues to do so with marked success. We appreciate his effective and conscientious service.

Another one of our faithful workers over many years, D. R. Jones, who has been my assistant at the Legislature, and who has visited schools throughout much of California, is retiring from his position on the first of the coming year. He hopes to spend the coming years in leisure and study. Mr. Jones has performed every task faithfully and well. We shall miss him.

It gives us considerable pleasure to report that our Research Director, Elmer H. Staffelbach, is now a Major in the United States Air Forces and is stationed at Washington, D. C., where he has important assignments.

With a great deal of pleasure I can report the fine relationship which has prevailed between the State Department of Education and California Teachers Association. State Superintendent Dexter and the various members of his staff have worked with the Association officers in a most cooperative manner for the welfare of the teachers.

During this year, California Teachers Association has cooperated with the National Association of Manufacturers in planning and carrying through several very interesting meetings. Representatives of industry and representatives of education have discussed common problems, have broken bread together and have formed

mutual friendships thereby. We believe that these frequent contacts among influential industrial managers and teachers in our public schools will help to give a mutual understanding of problems which will be of considerable value both to the laity and to our profession.

The financial affairs of California Teachers Association have been satisfactory this year. Although our membership has not been as good as I had hoped, we shall go into the new year with a fair balance.

It is my earnest hope that 1944 will show a large increase in membership in the Association, for only through solidarity and a united educational front can we hope to maintain and safeguard the favorable conditions which prevail in California schools for the teachers and for the boys and girls.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, spoke briefly on current problems facing public education.

Teacher Retirement

The Chair then called for Committee reports. Mrs. Louise Beyer Gridley, chairman, made the following report for the Committee on Teacher Retirement:

The Retirement Committee met Friday, December 3, 1943, at 2 p.m. The Chairman reported that A.B. 1107 which had been approved by the Retirement Committee had successfully passed both the State Assembly and Senate, but was vetoed by the Governor. In his veto message, the Governor stated that he did not believe that the plan was equitable nor entirely clear. He further suggested that any problem which involved such tremendous sums of money contributed by the State should be very carefully studied by representatives of the Legislature, the Administration, and the teachers, and if they arrived at a satisfactory solution, a special session of the Legislature could be called without penalizing any one by a long delay.

The Legislative Interim Committee has been appointed and the matter of teacher retirement has been placed in the capable hands of Mr. Lee Bashore. Mr. Bashore is giving a great deal of time and serious consideration to the problem, and is availing himself of the services of a firm of actuaries, and in addition is consulting interested groups. He was invited to speak to the Committee.

It was impossible for him to present a plan for consideration at this time because the same difficulties in this complicated situation which faced the Committee before are still present and it will take time to develop an acceptable measure. Mr.

Bashore stated that he believed that the plan should be sound and enduring.

One plan that has been developed had benefits which ranged from a basic \$60 to \$1500 depending on years of service, salary and age at retirement and with the cost (a very rough estimate) 5% of salary. The difficulty encountered was the matter of local retirement systems and he has asked for a ruling from the Attorney General concerning financial arrangements between the State and local systems.

Alternative sound plans will be developed and the matter of joining the State Employees System will be again studied carefully.

All statistics involved in the plans will be based on a current survey and he suggested that the Chairman communicate with Ralph Nelson to see if teachers in the Bay Area could assist in the speeding up of this work. The reports from five counties have not yet been made to the Retirement Board, and this may cause a very serious delay.

After the plan has been formulated he suggested that representatives of other groups such as the State Taxpayers Association, Chamber of Commerce, Parent Teachers Association as well as the teachers should be called into conference for the approval of the plan before a special session of the Legislature is called.

Mr. Bashore will present his alternative plan to the Retirement Committee not alone for their consideration but for the consideration of all the teachers of the State.

Several helpful suggestions were made from the floor, and concern has been expressed by a number of teachers with regard to the personnel of the Committee suggested by Mr. Bashore with the suggestion that the Committee and the officers of the Association be alert to the matter of a fair teachers representation on that Committee.

The Chairman is requesting authorization of funds to call a Committee meeting at the earliest possible moment after plans are available.

The report was adopted.

Financing the Schools

Frank M. Wright, chairman, reported for the Committee on Financing Public Education:

1. That we recommend to our Board of Directors to do what may be deemed necessary to safeguard the increased support for elementary education when that matter is considered at the special session of the Leg-



Officers of California Student-Teachers Association (left to right): Euline Bruesch, secretary, La Verne College; Joseph Deverian, president, Santa Barbara State College; Elma Pierini, vice-president, San Jose State College.

islature; and further, that Frank M. Wright serve as Chairman, appointing his own campaign committee to make statewide plans to further protect the financial measure.

2. That we recommend to our Board of Directors to name a committee to promote the passage of a constitutional amendment to secure increased state support for public education in California.

3. Recognizing that adult education is a vital part of free public education, we pledge our support to the CTA Adult Education Committee and desire to assist that group in putting over their plans. The secretary was instructed to notify the Chairman of the Adult Education Committee that Harold Simar of this Committee will appear before the group at the Saturday luncheon meeting and bring to that body the result of our thinking.

4. That our Board of Directors take immediate steps to oppose any measure to finance the adult education program whereby participants bear any cost, since adult education is an integral part of free public education in California.

5. Inasmuch as the Association of County Assessors in attendance at their 41st Annual Conference has submitted a set of resolutions that have a direct bearing on financing public education, we desire to go on record requesting the CTA to support the Assessors program to augment local tax rolls, exclusive of National Parks and National Forests.

At the close of the meeting, the Chairman presented Mr. Dexter, who spoke briefly of publicizing the good work being done in our schools, and of the importance of teachers and administrators keeping their local legislators informed so that there may be close cooperation between representatives at Sacramento and the schools when pertinent problems in education are under consideration.

The report was adopted.

Abby May Perry, chairman, reported for the Committee on Essentials of the Modern Curriculum as follows:

THE Committee on Essentials of the Modern Curriculum met in the Renaissance Room of the Hotel Biltmore, Los Angeles, at 9:30 a.m. December 3.

W. K. Cobb, county superintendent of Ventura County, explained the democratic procedure that the California Curriculum Commission has for study and research in setting up curriculum for various fields of work. Highly professional groups are being asked to submit plans from their study to assist the Commission.

Mrs. Fannie Shafter, coordinator of curriculum, Pasadena, presented an outline on social studies in the elementary school which the supervisors have worked on for two years. She was enthusiastic and fascinating in her presentation of a fine piece of work.

Mrs. Ada Mayes Parich, principal in the Adult Education work of Los Angeles, gave some of the highlights that have taken place in that department in the past two years uniting education and industry. Many of the needs of changing communities were pointed out and a none too certain future was given but one in which Adult Education will plan a big part in rehabilitation.

We, the Committee on Essentials of the Modern Curriculum commend the work of committees working at the instigation of the Curriculum Commission on Social Studies and urge that additional committees be set up to do a similar work in all other fields. We further recommend that the findings of the Committee be published in the *Sierra Educational News*, as well as bulletins of the State Department.

The report was adopted.

Dr. William R. Odell, chairman, Committee on Planning the Post-War Curriculum, gave the following report:

The second meeting of the Committee on Planning the Post-War Curriculum was held at 3:00 p.m. December 3, in Conference Room 5 at Biltmore Hotel, Los Angeles. All except four members of the Committee or their proxies were in attendance, together with a number of visitors.

Pertinent Materials

Since the preceding meeting of the Committee, a number of pertinent materials have been distributed to all members of the Committee. Three additional statements were distributed at this meeting.

These materials, together with a number of statements sent to the Chairman by Committee members, served as the basis for a preliminary meeting for those members of the Committee who live in the Bay Area on November 19.

At our Committee yesterday, Dr. Ching presented a brief statement of the idea that was developed out of that preliminary meeting.

The initial problem faced by this Committee, as any other, is to define the scope of its activity and to devise a plan for operation. Two main alternatives of approach to the problem present themselves to our Committee. The first of these is to develop an educational blue-print of what could be considered an ideal curriculum for the post-war period in California. The difficulty of doing this is immediately apparent. Not all would agree upon any single plan, conditions are not alike in all sections of the State, and perhaps most important of all, many factors enter into the making of the educational program of the State and of individual school communities over which school authorities have little or even no control.

The other approach is to analyze as fully as possible what are probably to be the chief factors that will be influencing our California school curriculum in these years ahead. By this process of study and analysis of these factors there will be developed a body of useful data for the use of school people and others who are engaged in post-war planning both for schools and other agencies within the community. In addition, by the process of studying these factors together we inevitably will develop better agreement as to desirable directions for our State educational program.

The Committee agreed to adopt the latter approach to the problem. As a means of operating, it was moved, seconded, and carried that the Chairman appoint a smaller operating committee to work in the interim before the next meeting of the Council to

extend the analysis of factors that seem likely to influence the California school program in the post-war period. This will serve as the basis for discussion at the next meeting.

A second motion was made, seconded, and carried that the California Teachers Association encourage and assist in any ways possible with the establishment of local Post-War Curriculum Planning Committees throughout the State. These local committees are to have upon request any available materials or ideas from the C.T.A. Committee. It was thought probable that as the activities of the committee develop further, visitation of the local committees by members of the CTA committee would be mutually helpful, and that the cost of these visitations should be borne by the Association.

Several Ideas

Among the many other ideas emerging from the general discussion are several that should be noted in order that they not be overlooked in the subsequent activities of the Committee:

1. The activities of Post-War Planning Committees in California should be carefully cleared constantly with plans of the NEA and the US Office of Education.
2. Our concern over the "curriculum" should encompass the whole sweep of the California public school system.
3. Our attitude toward current school practices should be realistic, recognizing fully our present educational deficiencies, but should not adopt a negative, pessimistic point of view that all is wrong and nothing right with our present California school program.

The report was accepted.

A report on Junior College problems was made by Chairman Leland M. Pryor, as follows:

CALIFORNIA'S Junior Colleges are faced with some extraordinary problems as a result of the titanic military struggle that engages the energies of most of the world today. Some of those problems are immediate and pressing. Others might be called problems of the post-war era. They are the problems that we hear most frequently discussed by Junior College people. There are post-war problems that we can anticipate by planning and formulating policies now. So, now is the time to act.

Some of these problems have been discussed by your Committee. Questionnaires have been sent to all Junior Colleges. As a result of three meetings, your committee believes that some plans and policies should be inaugurated immediately.

May I take just a moment to point out that this Committee is composed of junior

college instructors, junior college administrators, high school principals and school superintendents and a member of the State Department of Education. Consequently it can and does approach these problems with a broad over all viewpoint. At the meeting yesterday some 30 guests in addition to the committee members were present. Most of them were there by invitation. Assemblyman Lee Bashore of the Legislative Interim Committee spent about two hours with us.

The Committee still has much work to do. It is hoped and believed that the studies and discussions carried on to date will be of considerable help to the Junior College Federation meeting at Bakersfield next week.

One of the interesting ideas brought out as a result of the discussions with Mr. Bashore was the expression by him of his belief that the entire financial support of junior colleges should be taken over by the State.

The following motions have been accepted by the Committee:

That the State Department of Education be requested to appoint immediately a committee whose purpose shall be to formulate a guide for the formation of federal contracts between school districts and the federal government with reference to the utilization of the public schools in the education of individuals whose education is paid by the federal government.

Intensive Study Needed

That the Committee on Junior College Problems requests the State Legislature to make an intensive study of the financial relationship between the public schools and the federal government in regard to the education of individuals whose education is paid for in part or in full by the federal government.

That it is the opinion of this Junior College Problems Committee that the California Teachers Association, the American Council of Education, and the National Education Association be asked to survey practices and policies of other states in the matter of educational relations and finance involved with the federal government and to have this report available for consideration when the California Legislature formulates the policies requested in our previous resolution.

The report was adopted.

Harold Seal then read the following resolution:

BE IT RESOLVED, that the California Teachers Association Junior College Problems Committee be authorized and instructed to cooperate with the California Junior College Federa-

tion, with federal authorities and with all agencies interested in the education and training for members of the armed forces, to the end that junior colleges be included on the list of approved educational institutions to participate in the program of education and training for members of the armed forces.

The resolution was adopted.

E. P. Mapes, chairman of the Public Relations Committee, reported that while the Committee had had two meetings, one in the early fall, and the one yesterday, the Committee had nothing to report at this time.

Chairman Brady then called upon Mrs. Louise Beyer Gridley, National Education Association Director for California, who made the following talk:

MANY of you have heard reports a number of times within the last few months on the National Education Association and on its War and Peace Fund, but the problems facing educators are so very many and so tremendous that the work of our Associations cannot be over emphasized.

The National Education Association has a definite program for strengthening the services of the schools; for equalizing opportunities; for increasing teachers salaries; for protecting schools against hysterical attack; for helping youth develop a sound educational policy; and for planning readjustments to meet post-war demands.

Let me mention just two of the important NEA Commissions. The Commission for the Defense of Democracy through Education gives militant leadership in the protection of youth, teachers, and schools. Through this Commission's work Congress restored to teachers their rights and privileges as citizens, without subjecting them to the provisions of the Hatch Act.

Another, The Educational Policies Commission, has gained the respect and confidence of our national leaders. It has set forth the objectives and long-time policies of Education in a democracy. It has suggested a war policy for American schools. Recently it issued the report on Education and the People's Peace. The Governor of Indiana stated in his address to the Representative Assembly in Indianapolis that he believed this report so important it should be read in every home in America as a clear-cut statement of educational policy concerning post-war plans.

In addition to all this work a terrific

legislative burden has been placed upon the NEA by the present emergency.

To meet the challenge the Association must have more active interested members and more funds with which to work. That is why the appeal for the War and Peace Fund came to your teachers. This fund is to be used only for emergency activities beyond the regular NEA program.

Integrity of the Schools

The NEA Executive Committee was aware of the sacrifices members of our profession are already making and of the help they give to many causes, but they felt we must now help our own. The problem we face means the future of education and of our profession.

The integrity of the schools must be protected against the tending of other agencies to take over their functions; legislative and administrative measures to deal with rapidly increasing juvenile delinquency must be sought; and adequate salaries for teachers during and after the war must be maintained.

If schools are to be kept open and all children given a chance, then the teachers must be given at least a living wage.

The fact that the U. S. Senate on Oct. 22 referred back to committee, by a vote of 40 to 37, Senate Bill 637 means that the work for equalization of opportunity has just begun. It is important to California and to us that all children of the nation be given a chance.

The Washington Post on Oct. 22, in an editorial, Legislative Sabotage, concludes its critical comments on the Senate action with this statement—"True, the causes of the situation are local, but the consequences national. Inadequate education in any part of the country makes itself felt in national affairs, is reflected in the laws under which all of us must live. It cannot be remedied locally for the situation embraces a vicious circle. Inadequate education breeds poverty; and poverty makes adequate education impossible. If this is not a fit sphere for Federal Aid, then we are no longer a union but a mere confederacy."

YOU can see that the program of your National Association is far-reaching and important. May we count on you to keep your teachers informed of all its activities; to do your share in increasing the membership; and also in making the War and Peace Fund Campaign a success in California.

Originally the quotas were set so that a part of the funds might be retained by the State Associations. In California the State Association and Section Officers generously offered to help in every possible way. They decided that contributions to funds should

be made for the National Association only, so the California quota has been reduced from \$47,200 to \$36,000 and all of the money will be sent to the national office.

Over half the teachers of the Nation have already met their quota. We believe that California teachers should not fail to respond to the challenge. The NEA is depending upon us as local leaders to help California meet its share of the obligation to our own profession and the education of children.

The council then adjourned for lunch and the Committee meetings scheduled for the luncheon period.

At 2:00 p.m., President Brady called the Council to order and stated that Committee reports would be continued.

The first Committee to report at the afternoon session was the Committee on Youth Problems and Delinquency, by Edith Pence, Chairman, as follows:

Youth and Delinquency

AT its noon meeting on December 4, at the Biltmore Hotel in Los Angeles, the Youth Problems Committee on Juvenile Delinquency had a good attendance of committee members and guests.

The Chairman opened the meeting with a brief summary of the work the committee has been doing, based on the program for the prevention of juvenile delinquency developed and published in 1937. The meeting was then addressed by Mr. John M. Zuck, Chief Probation Officer of Los Angeles and President of the Association of Probation and Parole Officers of California.

Mr. Zuck stressed particularly the following points:

1. It is more important that we concern ourselves with prevention of juvenile delinquency than with treatment after the harm has been done; 2. the actual responsibility for juvenile delinquency lies with adults rather than with youth; 3. the actions, attitudes, and planning on the part of adults involve too much "turn over," thus contributing unnecessary instability and insecurity to the lives of youth; 4. provisions for the prevention of juvenile delinquency must have their grass roots in adult life and particularly in the home.

Mr. Zuck brought to the attention of the committee the recent report of the California Congress of Parents and Teachers on a program for the prevention of delinquency.

The Youth Problems Committee makes the following recommendations to the State Council of the California Teachers Association:

1. That the California Teachers Association cooperate with the Congress of Parents and

Teachers in carrying out a program for the prevention of juvenile delinquency.

2. That the California Teachers Association lay emphasis on the need for more parent education along lines that will contribute to the prevention of juvenile delinquency, and on the need for more Youth Centers to give youth a channel for wholesome activities.

3. That more effective community-wide cooperation be urged, with official, semi-official and private agencies and organizations assuming joint responsibility for prevention of delinquency.

4. That provision be made for an all-day conference of the Youth Problems Committee, expenses to be paid by the California Teachers Association, in order that the different phases of the problem of juvenile delinquency may be adequately studied.

The report was adopted.

Salaries:

George Lockwood, chairman, Committee on Salaries and Salary Trends, reported as follows:

At the Committee meeting today, reports were received from all of the districts represented by Committee members and visitors.

We found that all district teacher salaries were increased at least to the amount of the new minimum salary and that there seemed to be an average of about \$200 increase over prevailing schedules and that where schedules were in effect, the regular increments were maintained.

The Committee expressed its appreciation to the members of the Legislature for the enactment of the laws which increased the support for the elementary school and for the minimum salary increase.

The Committee has outlined its work for the gathering of material which will be of assistance to the Research Department of California Teachers Association in making a study of salary trends.

Mr. Cloud has assured us that the results of the study will be available to all districts of the state early enough so that they may be used to assist in the adjustments for next year.

The report was adopted.

Bruce Miller, chairman, Youth Employment committee, reported as follows:

THE Youth Employment Committee met for lunch Saturday, December 4, with an unusually large attendance.

Reports were heard from each member present relative to the activities which were carried on during the past months in various districts throughout the state.

The discussion finally narrowed itself down to the following three main fields:

1. General problems of Youth Employment.
2. Specific harvest and industrial situations.
3. Harvest camps — past, present and future.

The committee was most fortunate in having as their guest consultant, Mr. George Lunt, Farm Labor Advisor from the Riverside office. Mr. Lunt was formerly Physical Education Supervisor for Riverside County Schools and thus is well acquainted with problems pertaining not only to the employer's side but to the schools' as well.

Discussion was centered largely around the following fields of importance:

1. Closing of Schools.
2. Information received before coming to work — exalted ideas of youngsters.
3. Educate both sides to problem.
4. Awards to show pupils importance of program.
5. Need for actual instruction in camps.
6. Recreation after work.
7. Supervision.
8. Food — Ice Cream, etc.

There were too many problems involved to make any definite recommendations so the following suggestions were made:

1. All members will formulate from this discussion a list of rules and regulations for farm and industrial employers.
2. A Sub-Committee will meet before the April meeting and work out a tentative outline.
3. At the April meeting a final list of rules and regulations will be set up.

The following resolutions were adopted:

1. That thanks be given to the Extension Department of the University of California for its help and cooperation in directing the activities of the Youth volunteer movement.
2. That we commend the state department for its program to educate both the employee and the employer in best methods necessary to produce maximum results.
3. That proper recognition be given now or as soon as possible in the future to all students who have helped alleviate the labor shortage for the year 1943.

The report was adopted.

New Voters

Dr. Jesse A. Bond, chairman, Committee on New Voter Preparation and Recognition, reported as follows:

The Committee on New Voter Preparation and Recognition met in Luncheon Session Dec. 4, 1943. The Committee discussed at length the present program of New Voter Preparation and Recognition and came to the conclusion that while much of value is being done, it is largely haphazard in nature and consists primarily of activities in local communities and centers around the initiative of some one individual who has both sufficient time and finances to carry on the enterprise.

The Committee feels that there still exists a large gap in the age of young people between that of approximately 17 and 21 where Education for Citizenship is left largely to chance. The Committee concludes that without doubt the most important place

for carrying on an organized and effective program of Citizenship Education is in the Public School. However, inasmuch as a relatively small proportion of youth are in school after age 17 or 18, it becomes of vital importance that specific emphasis upon Citizenship training be made in High School.

Because of these circumstances, the Committee approaches in its thinking the place of desiring that the voting age of young people be brought sufficiently near the time of High School graduation so that the direct training in High School for the responsibilities of voting can be carried directly over into the exercising of this function at the approximate close of the High School career.

The Voting Age

The Committee fully realizes that there is considerable sentiment against lowering the voting age and thus it delays making any definite proposal at this time to that end. However, a sub-committee consisting of Mr. Ralph F. Burnight, Mr. B. F. Enyert and Mr. Preston was authorized by Committee action to make further study of the situation and to report its findings and specific recommendations to the Council for action at the April meeting.

A second Committee consisting of Mr. James N. Gardner, Mr. Chester L. Hoar, and Mr. Elmer Stevens was appointed to study the school program for the purpose of determining what is possible of accomplishment in New Voter Preparation, with the assumption that such training would prepare for almost immediate induction into New Voter privileges and responsibilities.

The Committee desires to recognize and give approval to efforts by local communities and organizations presenting programs of New Voter Preparation and Recognition. The report was adopted.

The chairman of the Adult Education Committee, Warren Dayton, asked Charles F. Walsh to present the report of that Committee. The report is as follows:

Adult Education

We had a very interesting meeting at which seven members were present, and in addition to these, others interested in Adult Education were present, including Mr. Walter Morgan, Mr. C. Manfred Evans and Dr. Ricciardi. The first subject treated was the matter of compulsory fees in Adult Education, and the Committee decided that in the form of a resolution adopted, namely: Resolved that the present democratic procedure of permissive fees for Adult Education be continued.

It was the opinion of the Committee that the program for Adult Education be made

more unified, more closely organized, so that adverse, untrue and unjust publicity be eradicated, and after Dr. Evans, Mr. Ricciardi, Mr. Robert J. White and others had spoken to and on the subject, the following resolution was made, seconded, and adopted, viz:

Resolved: that the State Council of the California Teachers Association invite the Presidents of the six sections and the State President of the newly formed California Council of Education, and the State Director of Adult Education to sit with them in matters of Adult Education until a closer organization of Adult Educators can be effected.

The meeting closed with some very illuminating and heartfelt comments on the financing of Adult Education by Dr. Walter Morgan.

The report was adopted.

Childhood Education

Imogene V. Danby, acting chairman, Committee on Childhood Education, made the following report:

The Childhood Education Committee met at luncheon today with a good attendance including a number of visitors.

1. Mrs. Neva Hollister reviewed the work of the Association for Childhood education before and after affiliation with the California Teachers Association. She also reported on the four day Pacific Coast Regional Conference sponsored by this group at U.C.L.A. during the summer of 1943. Represented at this conference were Industry, Labor, The Courts, Medicine, Social Welfare, and Parents. The scope of this conference made it one of the most outstanding in the State for 1943.

2. The shortage of teachers in the State has brought into sharp focus some of the previous and long standing inequalities in teacher load in the Kindergarten.

For example, the average number of child contacts per hour for the Kindergarten teachers is considerably greater than the contacts of primary grade teachers. At the same time, with double session in Kindergarten, the parent contacts are double, and the load in hours per teacher is 20 to 40 per cent greater.

This Committee urgently recommends that the California Teachers Association through its department of classroom teachers, and through the Association of Superintendents help us to take steps to equalize these loads so that our capable Kindergarten teachers will not be continuously drawn into the elementary grades.

3. This Committee recommends a continuation of the legislative measure to provide State aid for Kindergartens. This seems to be a problem of Adult Education for Legislators.

4. The Committee wants to express appreciation to the California Teachers Association and to Assemblyman Dilworth of Riverside County

for the recent law permitting the consolidation of Kindergarten and Primary groups in districts where the enrollments have dropped below 10 in the Kindergarten. This was AB 1132 which was enacted in the 1943 session of the legislature. Mr. Dilworth is to be thanked also for his long standing support of all bills pertaining to the education of children.

5. Our Committee urges continuous effort to secure the passage of Senate Bill 1130 known as the Thomas Bill or War Area Child Care Act. It has been passed (June 1943) unanimously by the U. S. Senate and is now in the Educ. Committee of the House of Representatives. This bill provides that Federal funds now allocated for child care and education through the F.W.A. shall be distributed through the State Departments of Education with no strings attached.

It is reported that State and National labor groups are opposed to this bill.

6. This Committee foresees the need for a great deal of work toward the coordination of post war education in the fields of Adult Education, Nursery Education, and early Elementary Education, to the end of establishing a better program of Education for Family Life. We ask the support of the Committee on Adult Education and Junior College Problems, the Association of Secondary School Principals and the Association of Home Economic Teachers in this regard.

Retraining of men and women workers to the idea that the home is still our higher institution for the upbringing of children is one of the big problems facing us for post war planning. It is a job for the entire educational system of the State.

The report was adopted.

The Chair asked if any other committees had reports, but none responded. The Chair called for unfinished business. There was none.

Under the heading of new business Mr. Huxtable made the following motion:

I move that we ask the Board of Directors to meet immediately following this session to consider the proposal of the California Tax Payers Association to survey the administrative and financial policies of various California school districts. We request members of the Council having information on this subject to meet with the Board of Directors.

The motion was carried.

No further business, appearing, the meeting adjourned.

* * *

Classroom Teachers Presidents

Eleanor D. Nelson, President Bay Section Classroom Teachers Department

AT the December 4 meeting of the Presidents of the 6 Departments of Classroom Teachers, Mrs. Verna M. Moran was elected president of the group for next year, succeeding Mrs. Eleanor D. Nelson.

Business transacted at the meeting included:

1. Adoption of the NEA Classroom De-

partment definition of classroom teacher as the accepted definition of all 6 CTA Classroom Departments.

2. Agreement of Section Presidents to handle collections of individual contributions to aid NEA in protection of the rights of Muskogee Oklahoma teachers unjustly dismissed from their positions.

3. Expression of a desire that CTA increase its research and field services in order to be of greater service to California teachers and that dues be increased, if necessary, in order to provide these increased and extended services.

Present at the meeting were the Presidents of the 6 Classroom Teachers Departments: Mrs. Verna M. Moran, Mrs. Eleanor D. Nelson, Marcia Frisbee, D. J. Conley, Frances Fotheringham, and Grace M. Hultman.

Guests were Mrs. Genevra Davis, president of Southern Section; Mary McCurdy, incoming president, Bay Section Classroom Teachers Department; Albert J. Shaw, organizer of the Southern Section Department; and Private Newell, student-teacher, University of Redlands.

* * *

Captain Loren S. Nickels, former teacher in Lincoln Elementary School, Fresno, and now a pilot in the Sky Dragons Squadron, a pioneer Chinese bombardment squadron, under Brigadier General Chenault, recently received the order of the Purple Heart. He went to China in August, 1943. Nickels graduated from Santa Cruz High School and Fresno State College; his parents live in Pacific Grove. His wife teaches in the Morris E. Dailey Elementary School, Fresno.

* * *

Statistics

RALEIGH SCHORLING of University of Michigan and two others are co-authors of Statistics—Collecting, Organizing, and Interpreting Data, a 76-page illustrated paper-bound book issued by World Book Company; price 44c.

This helpful text on the high-school level presents the basic concepts of the subject simply and concisely and in a form appropriate for inclusion in or to supplement several different standard high-school courses. It is especially fitting for the general, consumer, or business mathematics courses—and for certain social studies classes.

The material as here developed is not as difficult as many things now taught in conventional algebra and geometry courses, and it is undoubtedly of greater importance for a large per cent of high-school students.

BREAKFAST FOR THE FAMILY

AN AMERICAN HERITAGE

Agnes G. Reasor, Home Economics Director, Cereal Institute, Chicago

WHEN it came to eating, our Puritan forefathers proved their right to everlasting praise. They not only ate, but believed in three square meals a day for every member of the family! In Colonial days the American breakfast was equal in amount to any other meal of the day because of the early rising and, before breakfast, manual labor of the entire household. Often these meals were "topped off" with apples, popcorn, or bread and milk before going to bed.

Have you ever stopped to think about the delicious, mouth-watering breakfasts of by-gone days? We need only to ask our mother what her childhood breakfast consisted of to hear something like this—"ham, eggs, homemade sausage, cereal, hot biscuit or mush or griddle-cakes and maple syrup and 'milk aplenty.'" Sometimes breakfasts included such things as Sally Lunn, hominy grits and ham gravy, scrapple, not to mention baked beans, pie or fried potatoes just depending on the section of the United States where mother spent her early days.

A tradition of good food, well-prepared and attractively served, has been part of the heritage of every American. "Receipts" have been handed down from daughter to daughter and often to son!

We have been raised on the practice of starting each day by eating a good breakfast. As the tempo of American living increased, and food fads became rampant—not to mention dieting—we were prone to forget this good principle.

Many of the traditional ways of doing things have been altered as we have developed modern ranges, refrigerators, utensils and new ideas regarding nutrition.

Now nutritionists are joining hands with medical authorities and telling us that an adequate breakfast plays an important part in our daily lives. Only

if breakfast is nutritionally adequate can mental alertness and physical energy be expected to remain at the highest level during the morning hours, the most productive period of the day. Morale, the attitude toward life and toward the work to be done frequently is in direct proportion to the nutritional adequacy of the morning meal. It seems that our forefathers "instinctively" knew it was very important to break-the-fast with adequate food.

These same wise folk who guide our well-being through constant research and study recommend that breakfast should contain $\frac{1}{4}$ to $\frac{1}{3}$ of the day's total food, not only in calories, but in all essential nutrients as well (protein, carbohydrate, fat, vitamins and minerals).

From many standpoints, breakfast is the most important meal of the day. The stretch between the evening meal and the next morning's breakfast is usually a full 12 hours. In these 12 hours, 4 waking and 8 sleeping, the body has expended at least 920 calories. This energy should be restored before attempting the morning's work.

Adequate Breakfast

What is an adequate breakfast? According to nutritional authorities the basic pattern is fruit, cereal, milk, bread and butter or fortified margarine. To round out the caloric and nutrient requirements for individual members of a family, increase the portions or add what is needed of eggs, breakfast meats, pancakes, waffles, muffins, preserves, etc. The quantity of food depends upon age, sex, and occupation, but the kinds of food needed are the same for all.

CEREAL breakfast foods are abundantly available and in such a variety of taste and form, that they may well be a part of every breakfast. Nutritionally they present excellent value, contributing readily utilized food energy, protein applicable for growth as well as maintenance, vitamins (thiamine (B₁), riboflavin (B₂ or G), and niacin), and well-available iron.

Cereal breakfast foods contain an average of 10% protein, their actual protein contents ranging from 7% to 14%, depending

on the grain from which derived. When 1 ounce (prepared cereals or its equivalent in cereals to be cooked) is served with four ounces of milk and a teaspoonful of sugar, this palatable dish presents about 7 Gm. of protein, biologically adequate because of the contained milk, 33 Gm. of carbohydrate, and 5 Gm. of fat, a total of 205 calories.

Family breakfasts can easily be made tempting and "worth getting up for" if a few simple rules are followed.

Breakfast Rules

1. Plan your breakfast as you plan other meals. This reduces preparation time, assures variety and nutritional adequacy.

2. Follow the basic pattern—fruit, cereal, milk, bread and butter or fortified margarine. Increase portions and/or add other foods if needed. Normal healthy children should be allowed to eat as much as they wish. Their appetites are usually safe guides.

3. Vary the foods served for often this makes a meal more palatable. However, if some members of the family have a set breakfast, (many of us do!) and it is nutritionally adequate then there is no particular reason to change.

There are over 100 tempting foods that offer good variety in every group of foods i.e.

Fruits and Juices—(These foods are included in Nutrition Groups 2 and 3 of the Basic 7). There are about 30 varieties not to mention combinations of fruits or juices.

Cereals—(How many varieties have you tried?) (These foods are included in Nutrition Group 6 of the Basic 7).

Cereals to be Cooked

Cornmeal	Oatmeal
Farina	Rolled Oats
Hominy Grits	Wheat Cereal

Ready-to-Eat Cereals

Bran Cereals	Puffed Cereals
Bran Flakes	Rice Cereals
Corn Cereals	Shredded Wheat Biscuits
Corn Flakes	Wheat & Barley Kernels
Oat Cereals	Wheat Flakes

Bread, Pancakes and Waffles—about 45 kinds (Natural whole grain or enriched bread and flour are included in Nutrition Group 6 of the basic 7).

Eggs and Breakfast Meats—offer generous variety either alone or in combination. (These foods are included in Nutrition Group 5 of the Basic 7).

Traditional breakfasts of fruit, cereal, milk, bread, butter and meat or eggs seem to fit like pieces of mosaic into our nutritional pattern and knowledge about this important never-to-be-neglected meal. Make it a rule to eat a better breakfast every day!

Teachers and students have indicated a desire for educational materials on the planning of the adequate breakfast. Accordingly,

a complete set of these materials has been prepared consisting of a classroom wall chart on the nutritionally adequate breakfast, an 8-page teaching guide leaflet, an 8-page student notebook folder, and a student work-sheet.

If you are interested in obtaining these materials for your classroom work you can secure them free of charge by writing to the Cereal Institute, 135 South LaSalle Street, Chicago 3, and indicate the number of students in your class.

SECONDARY SCHOOLS

THE CALIFORNIA ASSOCIATION OF INDEPENDENT SECONDARY SCHOOLS

Howard Hunt Pattee, Director of Public Relations

THE schools on private foundation contribute something vastly important to the whole institution of American education. Their range of variation offers a chance for the emergence of new and useful successes in educational procedure."

This was the opinion of Dr. Henry Suzzalo while director of National Advisory Committee on Education. In many ways, this is also the opinion of the people of California as shown by the steady growth and continuity of many independent schools of our state.

The early days of great distances, infrequent visitors, and irregular communication, demanded a spirit of self-dependence and resourcefulness that is now reflected in the broad, comprehensive policies of our state educational system.

We are fortunate, in California, that there is very little of the spirit of "public versus private" in education. Our many educational opportunities have not been set up with destructive purposes in relation to other procedures and ideas. There are, of course, some real conflicts and difficulties, but the common enemy is poor scholarship, weak teaching, and unsound educational practices that make the petty differences of local policy seem unimportant.

California Association of Independent Secondary Schools is an organization made up of 21 schools that join for the purpose of supporting high standards and to recognize those independent schools where these standards are maintained. They are called

"independent" rather than "private" because they are private only in the sense that they are not supported by public funds and they are not under the direct control of the State Board of Education.

These schools are chiefly college preparatory in their educational programs and consequently their curricular offerings are restricted to the more formal patterns that meet a wide range of college entrance requirements. All of these schools have scholarships for those students who need the training and conditions that these schools offer. Many have effective self-help programs of work that permits a healthy social-economic representation among the students.

One of the interesting features of California Association of Independent Secondary Schools is the method used in determining the membership. A Board of Standards, made up of faculty members from several of the leading colleges and universities in the state, evaluate the work of the schools on the basis of the following requirements:

School ethics and practices

High academic standards.

A properly qualified faculty.

Achievement by the graduates of the member schools in the leading American colleges and universities.

Adequate equipment, especially in libraries and laboratories.

Membership is open to any independent secondary school in California which is approved by the Board of Standards on the basis of the code of standards. The qualifications of member schools is reviewed each year by the Board of Standards.

MANY types and kinds of independent schools have grown to meet the increasingly complex needs of the region. They include: country and metropolitan, day and boarding, military and non-military, junior high school, senior high school, junior college, ranch schools and co-educational schools.

In these times when normal home-life is being sacrificed to all forms of the war effort, many parents are finding help for their problems of family reorganization through the independent school. The knowledge that these well-established schools are united on the same principles and purposes that inspire good teaching everywhere should give renewed confidence in the values and resources of California schools.

* * *

Pacific Area Markets

HOW War Is Changing Pacific Area Markets is the title of an important monograph of over 100 pages issued by Pacific Advertising Association, 337 Monadnock Building, San Francisco; price \$1.03.

The first section comprises a group of 7 articles by outstanding educational and business leaders. Section 2, a handbook of wartime marketing information, included authentic and up-to-date data on population, income, employment, consumer spending, retail sales, war contracts, and other fields.

Among interesting facts presented are these: Civilian population for the rest of the nation (collectively) declined, while the West gained 4.2%.

Every State in the West shows greater consumer-income gain than does the rest of the United States.

Western farm markets have kept pace with the change. In 1942 cash farm-income increased 88.8% in this region.

There are now fewer families making less than \$2000 per year than ever before, yet one-third of all food purchases are made by that group.

In 1942 alone, additions of nearly 600 millions were made to savings accounts in the United States; over 53% of this amount was within the 7 Western States.

PUPPETEERS OF AMERICA

Elizabeth C. Johnson, Corona City Schools, Riverside County

BREATHES there a Puppet Club in any California school so dead it does not thrill at the opportunity to help shape the future of puppetry in the United States?

Such an opportunity awaits those who affiliate themselves with the Puppeteers of America.*

Here is an organization of young and old banded together with the sole purpose of working as one to enlarge the enjoyment of puppetry; to promote it and in turn be promoted by it. Members have the advantage of associating with others engaged in the same type of work.

How did such an organization come into being? Has it been functioning long? What advantages are there in becoming members? What can it do for a member or a puppet club? What can a member or a club contribute to the organization?

About 1915, puppetry in the United States enjoyed a revival, due in a large measure to the interest and enthusiasm of a woman — Ellen Van Volkenburg, later associated with the Cornish School of Art in Seattle. She became inspired by the writings of famous patrons of puppetry in Europe, mainly George Sand and E. Gordon Craig, sometimes spoken of as The prophet of puppetry.

Among her first productions was *Alice in Wonderland* presented in the Little Theatre in Chicago with her husband, Maurice Browne as director. Her production of *The Rose and the Ring* for Winthrop Ames attracted very favorable attention in the east and midwest. It set a high mark both for the artistry of the puppets and the high literary merit of the adaption of Thackeray's work.

Two other men, Tony Sarg and Remo Bufano, became active pioneers in the field prior to 1920. Sarg's interest grew out of his toy collection. Ames, the theatrical producer, was responsible for bringing the Sarg marionettes to a New York Theatre.

The play chosen for the initial performance was Count Pocci's, *The Three Wishes*, a delightful fairy tale.

Sarg's productions were full of interesting experiments, transformations, and magical effects. His puppet animals had great charm. The Sarg shows toured widely and the interest they kindled flamed with gratifying results. Others were seized with the desire to achieve success in this type

of theatrical production, less costly and certainly not as temperamental as those involving living actors. Soon there were a number of very good companies on the road. Puppetry in the United States was at long last coming into its own.

Little in that period had been written in English concerning the puppets, but the growing enthusiasm was doubtless in some measure responsible for Helen H. Joseph's complete and exciting book, *A Book of Marionettes*, a must on the puppeteers library shelf. All school libraries should have a copy. The work of the puppeteer is

COPYCAT!



"Every day I wash my face," say this Chinese youngster and his cat. This poster is one of a series, teaching simple health habits, which the Chinese National Health Administration distributes to schools as a part of its public health education program. The American Bureau for Medical Aid to China aids the Administration with funds and materials, and by arranging for the return of Chinese public health specialists to China under its auspices. — Plate courtesy of United China Relief.

much more intelligent if he has a good background of the puppet's long and interesting history.

Following this book came others on the subject with much space devoted to the puppet's anatomy and manipulation, something that the traditional showman had guarded with his life, the secrets of which were handed down from father to son, and hidden jealously from the prying eyes of the public.

In 1929, Paul McPharlin's volume, *A Repertory of Marionette Plays*, was published by Viking Press. The following year and every succeeding year until 1942, McPharlin has designed and published the *Puppetry Yearbook*. These delightful volumes preserve for us the permanent phases of puppetry. The articles are full of interesting information while the many excellent pictures hold endless fascination for their possessors.

McPharlin looms large in puppetry circles because of his untiring devotion to the cause of the marionette. For years he has assumed an annual deficit in the printing of the *Yearbook* by giving to members of P of A the publication at cost. The yearbooks antedate the P of A by several years, for it was not until 1936 that this needed organization became a reality.

THE first Puppetry conference, organized by Paul McPharlin, was held in Detroit in July, 1936. Conference registrants came from all over the east, south, and midwest. Even Canada had a representative. During the 3-day period exhibits, workshops, and

puppet productions were enjoyed. Important personages in the field, among them Sarg, Joseph, Rose, and the Stevens, spoke enthusiastically of their work with their creations.

A plan of cooperation was deemed feasible so that puppetry might better be promoted, its interests safeguarded, and its achievements publicized.

A committee was appointed by the conference to draw up plans for taking the initial steps in bringing about such an organization.

At the conference in Cincinnati the following year, the findings of the committee were approved, and a council formed to administer the business of the organization. McPharlin, in recognition of his efforts and accomplishments was made honorary president.

At the conference, too, the title of Master Puppeteer was given to some 53 puppeteers who had gained recognition in the field, and who had by their writings and meritorious productions brought credit to the long tradition of the marionette.

Puppet conferences have been held each year since 1936 (omitted in 1943 due to the war and difficulties of transit), sponsored by various Puppet Guilds. These meetings are brimming with interest for the registrants and other friends of the puppets. Workshops are held at which the best professional showmen unselfishly demonstrate their methods in making and manipulating puppets, in the staging of productions including help with the intricate problems of scenery and lighting. There is none of the traditional showman's "won't divulge my secrets," and the conferences are noted for their happy spirit of fellowship and the genuine interest of the Master Puppeteers in the activities of the novice.

The P of A has recognized and encouraged the formation of local and regional puppeteer groups or guilds. Many of these groups hold their own puppet festivals, similar to the plan of the national conference. Such a one was the Midwest Puppet Festival held in Aurora, Illinois, during the past summer. If Denver is chosen as the scene of the next such festival in 1944 some of our West Coast puppeteers should arrange to be present. After the war when rationing is lifted and transit is more rapid, attendance by those living in the west should become a reality.

Grapevine Telegraph

The Grapevine Telegraph, a mimeographed news sheet replete with news, articles, worksheets and at times pictures, comes to all members every two months, and helps to keep one informed as to the latest developments here and abroad. One aim of our national organization is to bring about closer

cooperation between puppeteers in the Americas and those in Europe. War has brought about almost the complete disintegration of UNIMA, the European International Union of the Marionettes.

Since an educator's particular interest is the educational value of the puppet in school activities, the P of A has on its staff an educational advisor. Sister Marie Anthony, St. Mary's Academy, 1370 Pennsylvania Avenue, Denver, was elected to this post for the coming year. A query concerning methods of construction, and any other matter will receive prompt attention. Sister Marie has published an illustrated booklet, "Marionettes Teach Them" (50c) which has proven invaluable to educators.

IF you have any questions concerning puppet technique, Rufus Rose, technical advisor, will gladly assist in untangling difficulties. Puppet books may be ordered from Paul McPharlin, editor of publications.

P of A offers three memberships. The first is the Class A membership which costs \$3.50 and entitles the member to copies of the *Grapevine Telegraph* and the current *Yearbook*. Class G membership is designed for school puppet groups or those formed locally and costs \$5. The group receives copies of the *Grapevine* and the *Yearbook*. Class B members receive the news sheet only but enjoy all other membership privileges. The cost of the last is \$2.

Loan Library

P of A also has a fine loan library of useful books. Any member or member group may use this collection by paying the postage to and from the technical advisor. Members in smaller communities, without access to the best in puppet books will greatly profit by availing themselves of this collection.

Any member or puppet group has the right to submit suggestions, solutions of technical problems, information of educational and recreational projects. Pictures of puppets, stages, productions, and plays presented to the public may be submitted to Paul McPharlin for publication in the yearbook.

A recent development may prove of interest to the reader. Puppeteers in South America have asked our aid in establishing new puppet groups. They wish to exchange books, ideas, and technical information. The P of A Council is asking members to send in such information so that suitable plans may be formulated for uniting the efforts of the puppeteers in all the Americas.

In conclusion, the writer quotes from a letter by Lem Williams, president of P of A. Mr. Williams states, "The puppeteers are

*As a member of Puppeteers of America, I wish to bring to the attention of California teachers who might otherwise not be aware of its existence something of the aims and achievements of this society.

Affiliation with the P of A national in scope as it now is, will give to the efforts of school puppet groups and those formed locally as recreational projects a definite purpose, bringing both to the member group and to the organization mutual benefits.

My association with the Corona City Schools as a teacher in the elementary field has been vastly enriched by the puppet activities I have sought to carry on. I feel, too, that in some small measure I have contributed to the happiness and cultural appreciation of the children who have shared with me of their time, efforts, and enthusiasm in these endeavors. — Elizabeth C. Johnson.

the finest group of people that I have ever had the pleasure of meeting, as the puppet seems to create a bond among them that no other medium can; so let us all get behind the P of A and see that it lives on until the world is at peace again and we all can get back to normal."

Officers of P of A: President—Lem Williams, 2077 Lincoln Avenue, St. Paul, Minn.; Secretary-Treasurer—Marie Dilley, 60 E. Lane Avenue, Columbus, Ohio.

Technical Advisor—Rufus Rose, Waterford, Conn.; Educational Advisor—Sister Marie Anthony, St. Mary's Academy, Denver; Publications—Paul McPharlin, 155 Wimbeldon Drive, Birmingham, Mich.

* * *

A Reader's Guide to Education—books about education for Americans, is a handsome, illustrated brochure issued jointly by NEA and Book-of-the-Month Club, to promote, through the medium of books, a more general understanding of American education. Copies may be obtained, at no cost except five cents for mailing, from National Education Association, 1201 Six New York City, 17.

* * *

Junior Arts & Activities, national magazine for the elementary teacher, is issued by Jones Publishing Company, 4616 North Clark Street, Chicago 40; \$3 a year; Ann Oberhauser is managing editor. Each issue contains many regular and special features, units, arts and crafts aids, and much other excellent material of practical help to the elementary teacher.

* * *

Your Future Job

DR. William G. Campbell of University of Southern California, Los Angeles, and James H. Bedford, have issued through the press of Society for Occupational Research, 608 Kimlin Drive, Glendale 6, a well-written and informative volume entitled *You and Your Future Job*.

In the 22 chapters, comprising 365 pages, are suggestions of great value. The first chapter is *Choosing my Vocation*, and the general ideas of what such choice will mean in life, what the student may expect and what the opportunities and handicaps may be are discussed.

Under the second chapter on Agriculture

is a detailed account of rural living. The life of the farmer, of the horticulturalist, of the vegetable grower, the orchardist, the landscape architect and the various breeders of poultry, rabbits, etc., is detailed.

In the third chapter, on Industry and the Trades, the apprenticeship system is explained and the various industries such as aircraft, petroleum, cabinetmaker, sheet-metal, etc., are described.

Throughout the entire book one will find material which will be of use for everyone who is interested in counselling or expects to give any instruction in occupational education.

TEACHING ROTE SONGS

The following interesting and instructive article was prepared under the supervision of Music Educators National Conference, a department of NEA.

The Conference is desirous of disseminating professional articles dealing with various phases of music education. Information of this type is particularly timely because many emergency teachers, inexperienced in the special fields, are asking for guidance and counsel in meeting problems which arise in their daily schedule.—Vincent A. Hiden, president, California-Western Divisional Conference, MENC,

THE most important objective in primary grade music is that of experiencing music. All avenues should be used—rhythmic activity, quiet listening, instrumental participation and above all—singing. The latter develops quiet intensive listening, melodic recognition, vocal skill, and expressive artistry.

The short attractive song settings of texts associated with the child's interests and activities, constitute the basis of much of what he subsequently attempts. The greater proportion of these songs must be learned through imitation, consequently the model presented should be the best possible.

Few adults possess natural voices suitable for this purpose and most teachers have to modify their singing so that the quality approximates that of a child. Any who can "carry a tune" are capable of teaching rote songs adequately if they genuinely wish to. Others may need a record of the song (many songs of the new state text are recorded) or have to "borrow" a model in the form of

another teacher or a talented pupil.

In order that the song may be learned accurately and with little lost motion a uniform procedure is recommended.

The pattern or model given the children may be the entire song (if very short) or a phrase of the song. In either case be sure that it is

In the correct key, tempo, and mood;

Clear in outline;

Short enough to be recalled easily; and

Repeated enough to assure a definite impression.

Classes of varying abilities and different levels will call for modifications of approach but in general good results will follow if the above directions are followed.

After a song is learned it should become part of the song repertoire and always performed as beautifully as possible. Certain principles of good singing which will serve the child throughout his life can be established. Try to build the following into habits:

a. An understanding of the meaning and mood of the song.

b. An erect, alert, and at the same time a relaxed posture, avoiding stiffness whether standing or sitting.

c. A natural breath inhalation taken the instant before singing is begun, sufficient to carry through an entire phrase; never breathing between word-syllables.

d. A sweet, quiet, clear tone expressing the sentiment or mood of the song, emitted freely but without force or pressure.

e. Enunciation precise enough to make the poem clearly intelligible to the listener.

COLLEGE NUTRITION

NUTRITION IN THE MODESTO EVENING JUNIOR COLLEGE

UNDER auspices of Modesto Evening Junior College, Mrs. Beulah Ronnig has directed training in nutrition for 8 years in her adult education classes. At present the nutrition program is presented through 3 courses, descriptions of which follow:

1. The Standard Nutrition course is sponsored by the American Red Cross. As stated in the Instructor's Outline, the general objectives of the course are:

"a. To impart information on the relation of food to physical and mental efficiency, stamina, strength, nervous condition, courage and morale.

b. To present the facts about food needs, food values, and the newer principles of food preparation and service.

c. To encourage good individual and family food and health habits.

d. To investigate community needs in nutrition and available resources for meeting the needs.

e. To train lay volunteers to assist in the national nutrition program through community activities in nutrition.

f. To train lay volunteers to assist in family and group feeding under emergency conditions."

There are 2 sections in the class in Standard Nutrition. One group meets for 2½ hours on Wednesday morning to accommodate women who prefer a day class; the other is held from 7 to 9:30 o'clock in the evening for the benefit of members who work during the day. The hours are spent in lecture and discussion and a short laboratory period where the principles of meal planning and service are put into practice. At present the emphasis is on improvement of diets on all income-levels in the planning, cooking and serving of every-day meals.

2. Following this course the regular Red Cross Canteen course is offered one morning a week for 10 weeks for those who have completed the 20-hour Nutrition course or its equivalent. According to the instructor's manual the objectives of the course are:

"a. To provide training for volunteers

for service in community mass feeding projects.

b. To promote a high standard of efficiency, economy and sanitation in mass feeding operations.

c. To insure the serving of nourishing and palatable food wherever volunteer groups are participating in mass feeding operations."

The work in the Canteen has been going forward successfully for more than a year now. There are some 34 units organized in Stanislaus County. Each unit is equipped and trained, and together they could serve as many as 3,000 people on short notice if the need should arise.

Canteen Chairmen

There are a canteen chairman and assistant for each unit who can call on their workers to report to their centers when needed. The centers are local churches, schools, and community halls where kitchen and dining-room equipment is available. The menus have been made out with proper nutritional needs in mind, as well as ease and speed in preparation and the availability of supplies. The Canteen Chairman suggests which menu will be served. The Red Cross food chairman is notified to send supplies for that menu to the centers that are to serve. By the time the women report at the center, the supplies are there and work may begin at once.

To keep up the interest in the organization and to give the units practice, meetings are held once a month at the various units where one of the menus is served. The members of the canteens attend these meetings and a worthwhile and pertinent program is presented.

3. The third course offered by the Evening Junior College for adults is called Food for Victory. This class is open to any homemaker to assist her in planning and preparing foods for her family, making adequate substitutes when necessary and changing previous menus used to meet the nutritional requirements of the family's individual needs. A complete meal is prepared at each meeting after the informal discussion of the principles involved. The current rationed food is an important part of the discussion and suggestions are made for making points go as far as possible.

There have been a few lessons on food preservation following up a county-wide training program for teachers as leaders, which was organized and directed last spring by Mrs. Dorothy Schriener, home demonstration agent. The home-economics teachers of the county were invited to attend a refresher course which included the latest research in all methods of preserving food. The object of this training was to have as many leaders as possible available to teach groups of homemakers what should and should not be done in regard to food preservation. These meetings consisted of lectures, discussions, and demonstration of all of the preservation methods, with emphasis placed on recent research and the results. The meetings were well attended and the material presented was received eagerly by the homemakers.

* * *

The Constitution, An Expression of the Fundamentals of American Life, a 62-page brochure written and published by E. P. Wilson, may be obtained by writing to him at State Teachers College, Chadron, Nebraska, where for 32 years he has been head of the department of social sciences and professor of history. His book is helpful to all teachers of United States history and of the Constitution.

Single copies 12 cents postpaid; quantities, 10 cents each.

* * *

Living Freedom

*Dr. Ralph F. Troge, Principal, Woodrow Wilson Junior High School
San Diego*

I DREAM the dream of democracy,
The stars forever,
The stripes that never
Shall bow to the yoke of tyranny.

I think the thoughts of democracy,
The way of men
Who will and can,
Give to ideals reality.

I love the gifts of democracy,
To work, to play —
To curse, to pray —
And speak my mind in honesty.

I know the way of democracy,
Which gives men's souls
More lofty goals
And helps to bless humanity.

I live the life of democracy,
Where freedom wills
And justice fills
Men's hopes and faith eternally.

ENGLISH IN SEVEN WEEKS

I. Norman Smith, Ottawa, Canada

LEARN to fly, but first learn to speak English." This is what the RCAF has to say to thousands of its trainees.

French-Canadians, Free French, Cubans, Czechs, Poles, Mexicans and numerous others come to Canada to train for the Allied air-forces. They're eager for a control-stick, but they start with an English textbook at the School of English in RCAF's massive Manning Depot here in Toronto.

Seeing them sitting in classrooms, dark-skinned Southerners and blond Scandinavians, you realize all over again what a melting-pot the British Commonwealth Air Training Plan really is. Farmers, schoolboys, salesmen, artisans — gathered from all over the world at their own urging, to sit before a blackboard and learn "He is a big man and has a small nose." What a melting-pot, and how much has to be done before the finished product pours out!

The School of English has been operating here since October, 1940. Probably 95% of its students have been French-Canadian — but the Air Force is dealing in big numbers these days and that remaining 5% represents a lot of foreign nations. Even the RAF uses this school. The continental refugee who sneaks away from darkened Europe in a fishing-boat and lands in England to join the RAF is sent to Toronto to learn English and then trained to fly in one of the many RAF schools in Canada.

Nine-tenths of the French-Canadian entries into the Air Force now come to No. 1 Manning Depot, the first step in Air Force training, and about 75 per cent of these have to enroll in the School of English. The course stretches the Manning Depot usual schedule of about 5 weeks into 12 weeks.

Seven weeks may seem a short period in which to learn a language, but

the chief instructor assured me the job is well done by then and that the student is able to hold his own in the severe schoolwork and training that is to follow. "English is much easier to learn than French," said he as he noticed the skeptical look on my face; "besides, we only need to give them a sound grounding and they carry on from there. The schools are all English and the boys live and play in English once they get started."

Normal Manning Depot routine is largely drill, learning the rudiments of discipline and being exposed to inoculations and medical tests. Students of the School of English take this routine concurrently with their English classes. The English course has several grades, so that a trainee may be ranked according to his proficiency in English and the nature of the Air Force course he is subsequently to take. However, most of the students start right at the beginning.

The Starting Point

"That is" and "It is not" and "I am coming" is the starting point. After a while the written examination asks such questions as what is the day of the week, month of the year, when do you get up, where do you eat. After 12 weeks it is stiff: "Define equilibrium, what is called reciprocating motion, define oil-pressure pump."

It will be noticed they get into technical language. This meets two objectives: 1. the trainee joined the Air Forces to fight a war and their attention would not be long held by merely an English course. So as soon as they get a grounding in English the remainder of the English course is in effect a teaching of the subjects they are later to take: aircrew, engine and airframe mechanics, electricians, etc. 2. This scheme also gives them a bit of a head start on their English col-

leagues so that they will not fall behind when first they are confronted with the technical courses of the next school.

There are 18 instructors at the school, each of them formerly a school teacher. But they are youthful teachers with a zip to them and the school-room doesn't seem too stuffy an affair. They have all become experts in engine mechanics, or the theory of aviation or whatever subject they are teaching; yet none of them is really a technician.

What about Basic English? I asked that, too, and the reply is that they did try Basic English for a while but had to amend it somewhat to get in all the technical terms they required. Now they are working on creation of a Basic English method of their own and from the look in their eye you get the idea they are proud of it. But that is yet to be announced and I may only forecast its arrival.

There are usually about 900 students in the English school, divided into classes of from 40 to 50. Students unable to pass the course are posted to "contact work" at an Air Force station where they work as a mechanic's assistant or cook's helper and in the process pick up a familiarity with English. After three months they return to the School of English and start all over again. This "contact work" is the practical experience most of them need and many a rejected man returns to the School of English fully ready to pass all tests.

English Atmosphere

The "English" atmosphere around all RCAF stations goes a long way to make a man familiar with English. Either he asks for his supper in English or he goes hungry! Men of foreign tongue are urged to try to speak English even though they will be guilty of mistakes. The records show that some who came to Toronto with scarcely a word of English have concluded their Air Forces courses with honors and graduated not only with

wings but with another language to their credit.

ONE man who has been watching the School of English for some time says it is having a most beneficial effect upon French-Canadians not only with respect to their language but to their general deportment and enterprise. A French-Canadian from a backwoods town who finds he can learn to speak English gets a new

confidence from the experience and he starts upon his technical courses with eagerness where before he was nervous and awkward. The school breaks down prejudices and broadens horizons, and educational authorities have their eye on it as a possible post-war experiment. Today it is all done in the name of war, but it is an influence for unity and friendship which the country will do well to retain in the name of peace.

cost within the means of children able to pay, and to assist program sponsors in providing children of limited means lunches below cost or without charge. The improved economic status of most families is recognized. FDA encourages sponsors to charge children who are able to pay the regular price, but also to provide for those children not so fortunate.

Prices of Meals

Many schools serve adequate and well-balanced lunches, but the price charged is more than many parents, particularly those with several children attending school or child-care centers, can afford to pay. Other schools serve lunches within the ability of children to pay, but the lunches do not meet basic nutrition requirements. Here, prices would necessarily be raised if a better meal was offered.

Some schools operate only on the cafeteria plan, and do not serve any plate lunches, with the result that children do not select a well-balanced meal. Many school districts do not serve any type of lunch whatsoever. The new FDA program will be helpful in each of the above described situations.

Under the plan, schools operating non-profit lunch programs having need for FDA assistance are eligible. If an application for aid is granted, an agreement is entered into between the school sponsor and FDA, under which FDA reimburses sponsoring agencies for the purchase of varied foods from local merchants or producers used in the preparation of lunches. Amount of reimbursement is the cost of such designated foods, provided that the monthly payment to each sponsor does not exceed the amount obtained by multiplying the total number of indemnified meals served during the month by the maximum rate of indemnity per meal.

The rate of indemnity per meal is based upon the type of meal served, ranging from 2 cents for milk only to 9 cents per meal for the well-balanced lunch. FDA does not prescribe certain menus, but instead specifies lunch standards upon which the indemnity rate is based. Schools are free to charge whatever price per meal is indicated by their operating costs. Children unable to pay are served without charge. Eligibility of children for free meals is determined by school administrators.

Information concerning the program may be obtained at FDA offices located at 704 South Spring Street, Los Angeles, and 821 Market Street, San Francisco.

SCHOOL LUNCHES

THE SCHOOL LUNCH PROGRAM IN CALIFORNIA

CALIFORNIA schools are again availing themselves of financial assistance allocated by Food Distribution Administration in the operation of school-lunch programs.

A \$50,000,000 appropriation, approved by Congress, has provided school administrators throughout the nation the necessary aid with which to maintain or expand their school programs so vital during wartime.

Many California schools for a period of years have been operating school lunch programs, recognizing the importance to child health of an adequate noonday meal at school. Other school districts have more recently initiated programs. Since the outbreak of the war the operation of school restaurants has become increasingly difficult. Food prices are greatly increased and food shortages prevalent. The higher salaries required by school-lunchroom personnel and the difficulty in securing such help are serious problems.

Urgent Need

Despite the difficulties confronting the program, the need for its continuance is evident. Both parents of many children are now employed, increasing the importance of an adequate meal being served at school.

Food shortages necessitate greater care and planning in order that children may be adequately nourished and not suffer from wartime food restrictions.

Financial Assistance

Food Distribution Administration is endeavoring to aid schools by providing financial assistance and by helping them secure certain foods difficult to purchase. The extent of FDA assistance is apparent, since 850 schools in California have already entered into agreements with FDA, under which they receive reimbursement for the purchases of food made from their local merchants and producers. Approximately 160,000 children are benefited in these schools by receiving well-balanced, nutritious meals at a nominal cost.

FDA is encouraging those communities who find it possible to operate adequate programs without Federal assistance to do so, since funds available are limited. Every effort is being made by the Food Administration to provide assistance to those schools or communities who have the greatest need.

The financial assistance now being provided by Food Distribution Administration is available for the purpose of assisting schools to serve a well-balanced lunch at a

ARMY CAMP CONFERENCE

PRE-INDUCTION COURSES TO FIT BOYS FOR ARMY LIFE

Carl A. Bowman, Assistant Secretary, California Teachers Association, Southern Section

PROSPECTIVE inductees may have a clearer picture of what the Army expects of them as the result of a two-day conference held at Fort MacArthur and Camp Santa Anita, November 8 and 9, for 35 prominent Southern California and Arizona educators, directed by Army officers charged with the responsibility of training the raw recruit to be a fighting man.

The conference was arranged, under orders from Washington, D. C., by Captain Elmer E. Wilson, chief, pre-induction training branch, Military Training Division, Ninth Service Command, which includes 8 western states. This is the second such conference to have been held in California.

Purposes

The purposes of the meeting, as set forth by Captain Wilson, were as follows:

1. To provide educational leaders with an opportunity to observe at first hand in so far as possible Army classification and assignment procedures.
2. To provide an opportunity to observe Army training of a basic and advanced nature.
3. To afford an opportunity to observe the relationship between the type of pre-induction training given in civilian schools and the post-induction training of the Army.
4. To afford an opportunity to understand the nature of military life through observation of the soldier's living, working and recreational activities and facilities and their implications for training and guidance in the schools.
5. To provide a medium for the exchange of opinions concerning the problems and plans for pre-induction training in the states within the several Service Commands.

The group spent Monday at Fort MacArthur Reception Center where inductees take their first step from civilian life into military discipline. The average time necessary for processing a new recruit at Fort MacArthur is 4½ days.

When men arrive at the Reception Center they are divided into rosters or groups of 50 and given a roster guide who has the responsibility of directing them through the routine and seeing that each member of the group is cared for. Each man takes a bath, is given a haircut, physical inspection, an orientation lecture by the chaplain, and is issued his clothing and personal equipment.

Clothing is tailored to fit and shoes are fitted by X-ray.

The men are given certain instruction about Army life through films and lectures, a 3-hour aptitude and educational test, but no military training is given in the Reception Center.

Since the induction center is a sort of clearing-house its most important function is the classification of each man. Each inductee is given a private interview, taking as much time as is necessary to record on a qualification card all occupational data, education, hobbies, special interests and abilities. This card will follow the man wherever he is sent and all changes in his rank and training will be noted on the card as he progresses. After the war it may be used as a guide for re-educating and introducing him into civilian life again.

The school men had a 2-hour conference with the officers, where all questions were answered concerning the camp and pre-induction training which might be given to the boys in the public schools.

Building an Army

The educators then journeyed to Camp Santa Anita Ordnance Training Center where a banquet was served in the officers mess. The crowd then gathered in the orientation preview theatre for an educational program which included a film and several brief but highly instructive lectures by the Army officers.

Major William R. Churchill, director of training and key-note speaker of the conference, said that "Training takes time. Every hour of effective pre-induction training given the prospective soldier simplifies the job to be done by the Army and paves the way for the real job, that of training fighting teams." It was pointed out that the course of training is 8 weeks in length, and therefore must be intensive. Throughout this training men are tested in class and in action for further classification and assignment.

Pre-induction training in school is considered and assignments are made accordingly, so far as needs of the military service allow. If a man is not first put into the classification of his choice he may later reach his desired goal. His classification-card carries his full record and is referred to at every step along the way. The needs of the

Service, however, receive first consideration. A man may be inducted who is an expert tinsmith but if, at that particular time, no more tinsmiths are needed, he must be assigned to other work. When the time comes that another tinsmith is needed the officers will know where to find him.

THREE years ago, when the United States found it necessary to build an Army, Major Churchill said, "It was like beginning to build a symphony orchestra with no trained musicians." We had 125,000 soldiers around whom to build an Army. In that short period it has grown to our present strength of some 9 million. Ninety men out of every 100 must be technically trained. From the 72,000 civilian occupations men must be trained to fit into the 650 kinds of jobs in the Army. Of the first 2 million men drafted 900,000 were rejected. The requirements were lowered so that now for every 100 men called, an average of 20 are rejected.

Pre-Induction Training

In school this year are 175,000 17-year-old boys who will be inducted on their 18th birthday. 20% will be rejected and 5% will be sent to college for the V-8 or V-12 training. The other 75% will receive their military training in the various camps throughout the country. It is the 16- and 17-year-old boys who may be assisted by the guidance which educators received in this conference.

One felt continuously throughout the conference, as the many instructors and officers presented their material, that the Army is not asking the schools to teach something different or anything more than they have been doing, but that a more thorough job should be done in presenting what is taught. 8th grade arithmetic, well learned, is all that is requested, and enough English and grammar to be able to read intelligently, then to write and speak clearly what has been learned.

It is emphasized that courses in shop, mathematics, science, and geography with much physical training are most helpful in preparing a man for military duty. Books have been prepared, such as Minimum Essentials of Mathematics for the Army, Minimum Essentials of English for the Army, etc., of great assistance in giving pre-induction training for boys who will soon enter military service.

Teaching Methods

The schoolmen were quartered in regular Army barracks and were up for breakfast at 6:30 Tuesday morning for a day of edu-

cation and inspiration. No time was wasted. Classes started at 7:30. Room after room was visited for 15-minute lectures by instructors of the various subjects.

The most amazing thing for a teacher was to observe the equipment and teaching facilities which each instructor used in presenting his subject. There were film projectors of several varieties. Models of all equipment showing the inner-working parts. Charts, drawings, and the real articles themselves. Every student was provided with a full set of the proper tools with which to work. An abstract idea could be made concrete by illustration.

Size of Classes

Another most startling contrast to our public school procedure was the size of class. One instructor informed us that for his particular work he took 6 students only as a class. Another took 8 students at a time. Still another instructor said that because of the nature of his work and the films which he used he could take a class of 400.

After being students and listening to one excellent lecture after another from 7:30 until noon, the educators were ready for lunch in the enlisted men's mess. The chef instructed the party about foods and how the men in the Army are fed.

A convoy of 20 cars then took the schoolmen for a tour of the firing ranges, anti-aircraft courses and the many field training activities such as, camouflage, field sanitation, tanks, chemical warfare, obstacle course, ordnance field shops, etc.

Cooperation for Victory

At the close of the day another meeting for the discussion of the days activities was held. The conference closed with another film on the activities of foreign agents in the United States.

No visiting schoolman could escape the feeling that this conference was an urgent welcome on the part of the United States Army for understanding and cooperation in the training of a victorious army. A most wholesome atmosphere prevailed throughout this highly organized and skillfully executed conference.

* * *

War-Savings Programs for Schools at War, a 96-page handbook of dramatic materials, tested plays and program ideas, is prepared and issued by Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D. C.; copies may be obtained gratis on request.

COSTS OF EDUCATION

WHAT Education Our Money Buys is the title of an excellent and important 32-page brochure, based on a study of returns for money spent, carried out under the auspices of Educational Conference Board of New York State and published by that Board at 152 Washington Avenue, Albany 6, New York; price 25c.

A minimum expenditure of less than \$115 per pupil per year is inadequate to maintain an alert, up-to-date school, aware of the new needs which schools must meet and able to take advantage of improved educational methods, according to the booklet prepared under supervision of Drs. Paul R. Mort and Arvid Burke.

The booklet, which presents these conclusions in a concise, readable style accompanied by picture diagrams, represents the condensation of a vast amount of material gathered from the annual reports of 290 school

systems and from personal visits to 68 of these school systems by 15 field workers.

Money is not the only determiner of the character of a school, the observers point out, but of all of the known factors affecting the quality of a school, **money has the most influence.** The report stresses the fact that investigation revealed about half (48%) of the unusually good educational practices did not, in and of themselves, cost any money at all!

"To a large extent," the field workers concluded, "the prevalence of these excellent, but not costly practices in better-supported schools is a kind of dividend on the resourcefulness, imagination, and intelligence of the teachers which the salaries paid by these schools have been able to attract. **Somehow, higher expenditure draws, or creates, more master workmen.**"

NORTH CENTRAL ASSOCIATION

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TEACHING THE R'S

*Henrietta Holland, Teacher of Social Living, Sturges Junior High School,
San Bernardino*

TEACHING the R's now includes, in addition to reading, 'riting, and 'rithmetic, the teaching of rationing.

Rationing has become an important phase of American life. Not only is it essential to each individual, but it is also vital to our national security. For this reason, it is necessary for us to teach it as well as the usual subjects of the curriculum.

Many adults resent rationing partly because of selfishness, but probably chiefly because of ignorance. They don't understand it, and because they don't understand it, they do not cooperate as fully as they otherwise would. We should teach children the purpose of rationing and help them to understand the rationing program itself, so that they can cooperate. Through them much can be done to educate the adults, too.

Rationing naturally leads into and ties up with the other R's. A study of it may involve many opportunities for reading — stories about rationing,

ration books, and rationing instructions. Writing may include stories and poems about rationing, a study of word meanings — "rationing," "divide," "hoard," "share," "thrift." Here, too, children may obtain penmanship practice.

Fundamentally, rationing may be considered as an arithmetical concept — a problem in long division. It might very well serve to introduce the study of long division. In it, too, are many opportunities for addition, subtraction, and multiplication. A study of dollars and cents, as well as time and the calendar come in here quite naturally. Weight and measurement also can appropriately be studied in connection with rationing.

The study of rationing involves just about all the subjects of the curriculum — in addition to the R's. With it can be integrated a study of courtesy, manners, science, nutrition, thrift, social studies, history, art, music, and even creative language.

school broadcasts and the music memory tests conducted in this county are a good help in this matter, especially in the intermediate grades. However, even the primary children can learn to listen to a good record with appreciation for the music, the instruments, and the story it tells.

Someone might think that, though it is profitable to appreciate good music and to be able to carry a tune, it would be more practical, especially in these days, to spend more time on the general subjects in school and give only a bit of time to music. Let us see what the music period in the lower grades might contribute to the general education.

Numbers and Songs

In some songs, as, I Saw Three Ships Sailing, Four Little Girls All In a Row, Six Little Kittens, an opportunity is given to teach numbers to the first graders. Might they not be taught to show three, four, or six fingers as they sing the songs? Again, there is a natural motivation for finding page numbers as pupils use their music books.

What about reading in connection with music? As small children in the second and third grades, and older ones for that matter, sing songs from their books, is it not possible for them to learn words that will help in reading other material? As a song is sung many times, doesn't a slow child get a good deal of interesting, natural drill on words?

Now for vocabulary development. Certainly we owe it to the children to help them understand what they are singing. To the little foreigner this can not always be well done. However, through motions, pictures, experiences, or by letting an older child knowing the same language explain the meaning of a word or phrase, something can be accomplished in helping even him. I believe we can do much in enriching children's vocabulary through our school songs.

Many of our poems, too, have been set to music, and good music too, so in our lower grades we can be teaching literature

MUSIC IN LOWER GRADES

THE PLACE OF MUSIC IN THE CURRICULUM OF THE LOWER GRADES

*Ruth A. Ward, Teacher, Plainsburg Elementary School, Merced County
C. S. Weaver, County Superintendent*

WE know that in recent years music has been given a greater place in the curriculum for the lower grades than it formerly had. This is at least partly due to the fact that the need for some phases of music was not felt in the past as it is now. However, there are still children coming to our schools who have had little or no opportunity to study music. Some of these have enough natural talent for music to greatly profit by a little instruction.

Besides helping those who have some ability to carry a tune, music has a great place in school. There are very few people who cannot learn to sing

common songs if given a chance. Listening to much good music (especially listening with the purpose of participating), also noting in syllable work the higher and lower notes help to bring out the individual's latent ability. Certainly this is true with the small children.

Then what a joy the ability to sing even a little brings to many, both children and grown-ups!

In this day, when seemingly almost every home has a radio blaring out jazz as well as giving us the better music of various kinds, do we not need to teach the appreciation of the worthwhile music? Certainly the

and music at the same time. A few of these poems are: Who Has Seen the Wind?; Twinkle, Twinkle, Little Star; There Are Many Flags; All Things Bright and Beautiful; Only One Mother. A number of Mother Goose Rhymes have been set to music. The rhymes and poems are more easily taught through music and are likely better remembered.

Many of our school songs correlate with nature study—songs about birds, flowers, animals, seasons, months, rain, and snow.

Many, we have learned the last years, correlate with our social studies—whether these center around the home, the farm, our state, our country, or other peoples, as the Eskimos, the Dutch, or the Indians.

We have some songs that help in teaching hygiene. For example, Brush Your Teeth and Keep Them Clean, and Out of Doors on page 68 in Songs of Childhood.

Dramatization can sometimes be used together with music. I am thinking of one song based on the story of The Three Bears that lends itself very well to dramatization by some while others sing.

We know many of our songs foster patriotism, reverence, and appreciation of what is lofty and beautiful.

Music, whether it is singing and playing in the rhythm bands in the lowest grades or it is harmonica bands, glee clubs, and orchestras among those who are a little older, calls for cooperation. Do not all concerned need to work together as a school puts on an operetta? This is good training in democratic practices.

WE have probably heard objections to teaching notes, syllables, and other somewhat technical things in the primary grades; but the children rather enjoy it, especially if the teacher is enthusiastic. Certainly they like to step to the music chart and tap the rhythm. This tapping, together with the feeling of rhythm through toy orchestras and rhythms, or singing games, I feel is doing much to help pupils keep time when learning to play various instruments, more easily now than in former years.

Tell About Instruments

If we tell the children that as they learn the names of the lines and spaces, sharps and flats, they are learning something they will use in playing piano, violin, trumpet, etc., they are interested, for the little people sometimes think about the instruments they want to play when they will be in the high school orchestra. This is especially so if an older brother or sister is in a high school band.

Do little people know instruments and is it advisable to spend time in teaching

them? Yes, somewhat. After all, they can have fun going through the motions of playing various instruments, seeing what they look like, and maybe imitating their sounds.

What about creative music in the lower grades? This might not be a generally felt need. Yet there are children who get inspirations when they compose both words and music, and if we did more work along this line maybe more would have this enjoyment. Recently a lad of 12 years was in-

spired to compose a few lines, music and words. The melody was not so pretty—more like the alto to a song—but he had quite an enjoyment out of it and wanted the notes to his melody written down. This boy, I have heard, was a monotone in his earlier years and is far from a good musician now, but he certainly praised his former teacher for the help she had given him in music.

Let's hope that music will be given its rightful place in every school.

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THE BOOK OF KNOWLEDGE presents subjects in a simple, visualized and interesting manner. It meets the need, long recognized by educators and librarians, for a children's own reference work psychologically arranged. Hence, it has none of the mechanical, mature, repository-like makeup so often found in standard encyclopedias. Its plan of presentation enhances the use value of each of the 20 volumes, and gives full recognition to the psychological fact that the attention span of a child is brief.

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SCHOOL SUPERVISORS

CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION

Roxie E. Alexander, Director of Elementary Education, Vallejo; President, California School Supervisors Association

TWENTY years ago a group of 20 rural supervisors met to share problems confronting them in their work of improving instruction for the boys and girls of their counties. This move was significant, for out of it grew the organization of the California School Supervisors Association whose sole purpose, written into its constitution, is the direction and improvement of instruction.

This association, state-wide in its scope and program, has today grown to a membership of some 350 educators vitally interested in curricular improvement and child welfare. The membership is representative of all the various positions of people engaged in the direction and supervision of education and is a cross-section of teacher training groups, supervisory members of county offices and of the city staffs of our California school system. The association is affiliated with the NEA Department of Supervision and Curriculum Development and with California Teachers Association.

Cooperative Endeavor

In spite of the rapid growth of this association, the same spirit of cooperative endeavor permeates the group as was characteristic from its beginning. Wholehearted participation in committee work, conferences and section meetings has resulted in noteworthy progress on projects pertinent to the needs of children. Practically every member is an active one at all times.

For working purposes the association is divided into five sections; Northern, Bay, Central Coast, San Joaquin Valley and Southern. Each has its officers and plans its program to implement the objectives of the State program and to meet the particular needs of the section. Several meetings during the year are held in each section.

The state program functions by means of state-wide committees established to work on specific problems that arise through common needs. These, at present, are 7 in number. A brief description of each will

give the outstanding features of the 1944 program of this association.

1. Committee on Rural Education

This committee formerly was known as the Committee on School-housing. Notable work has been done in the past year or two on the study of the improvement of school buildings for rural areas with a view to post-war construction.

The committee, realizing the importance of a dynamic program to improve educational opportunities in rural areas, is now concerning itself with such critical problems as adequate and equitable financial support, competent professional personnel, well-adapted courses of study, equipment and materials, and other equally vital needs.

More than half of the children of the nation come from rural areas and small communities. To further the purposes of equalizing educational opportunities for rural boys and girls is a serious obligation of our democratic society. To this end this committee is giving its best efforts in our State program.

2. Committee on Cumulative Records and Reports

An exhaustive study of cumulative records and reports has been made during the past year by this group with a view to developing a unified system in the State for improved guidance purposes. A tentative plan of recording essential knowledge of the individual child to further the teacher's understanding of his interests, needs and abilities has been developed.

3. Committee on the Education of Five-Year-Olds

The purpose of this committee is two-fold: to study and promote those experiences which are most developmental for children of this age; and to work toward the kindergarten becoming an integral part of the public school system through State support of education for kindergarten children.

The knowledge that these early years are infinitely important in the formation of the total personality, and that attitudes and habits formed before the 6th year are of great consequence in the child's ability to make satisfactory adjustments in life has prompted the emphasis on this early period of development.

4. Committee on Public Relations

To study ways and to provide means of giving the public a true picture and a better under-

standing of California's program of elementary education to the end that continued progress can be made is the aim of this committee. This committee has been at work for over a year during which time valuable aids have been released for interpreting major issues in education, for evaluating school publicity, and for writing certain kinds of publicity.

5. Committee on Audio-Visual Education

The main purpose of this group is to promote and cooperate in the establishment of an Audio-Visual Service Center in the State Department of Education and to channel the support of the association to the end that adequate appropriations are made by the Legislature to establish and to finance such a center.

The committee is also concerned in making available bulletins concerning work being done in various centers in school systems of the state, bibliographies, and other pertinent material to further the effective use of such aids.

6. Committee on Framework of the Social Studies Curriculum

This committee was organized in 1942 in response to a request from the State Curriculum Commission to assist in developing a framework for the social studies in the elementary school which would serve as a guide to the Commission in its selection of social studies materials.

The committee has studied thoroughly curricular patterns now in use in the state, the results of good teaching practices, and the developmental characteristics of children at all levels as revealed by research as a basis for the work at hand.

A tentative framework of the Social Studies Curriculum has been developed. The report of this committee constitutes an important contribution to the social studies program in the State. The plans of the committee include continued evaluation of the framework and the preparation of materials to implement its operation.

7. Committee on Research in Education

The most recent working group to be formulated is the committee on research. Its purpose is to bring into focus pertinent research studies in elementary education that they may be usefully related to classroom practice and to encourage teachers and members of the association to engage in scientific studies to improve instruction.

The high-light of the year in the activities of the California School Supervisors Association is its annual conference held in conjunction with the State Department of Education. Here committee groups come together in work-shops to evaluate progress and plan future procedures; here section presidents report on the year's work in each area; here inspiration and guidance are provided in the outstanding presentations of the general sessions of the conference.

The recent conference at Los Angeles was no exception in the quality of educational experience which was provided. The program, prophetic in its portrayal of the post-war world, its problems and responsibilities, presented a challenge unmistakable in its implications for education.

**JOIN THE MARCH OF DIMES
FIGHT INFANTILE PARALYSIS
JANUARY 14-31**

The Teacher's Reward

Michael L. Collins, Teacher, Central Union
High School, Fresno County

IS it my salary check, you say,
Which causes me such joy today?
Is it my love for word or book,
That gives my eyes a kindly look?

Is it the lesson facts I preach,
Or possibly the course I teach,
Which brings the satisfactory glow,
That causes you to question so?

Is it the place wherein I work,
Until the day's long shadows lurk,
Which make me hold my head so proud,
When homeward bound through evening's
crowd?

It is not pay for which I toil
To sow good seed in human soil,
Nor is my love for books the thing
From which contentment seems to spring.

It is not in the lessons taught
Nor in the stuff from which they're wrought,
That I, a teacher, find great joy
While serving each young girl and boy.

It is not in the dull school walls
It is not in the long, dark halls,
Nor on the platform where I speak
That I have found the goal I seek.

Perennially, I find true joy
In leading each young girl and boy
Through life's tempestuous early years,
Provoking smiles and drying tears.

My joy in human ships is found
In guiding child-boats safe and sound
Into snug harbors where they may
Find time to laugh, and love, and play.

They pay me with their smiles and cheers
Their love and friendship through the years,
Their letters and their invitations
To their own children's graduations.

Yes, truly I am well repaid
And while I dig with learning's spade
Who knows what jewel I may unearth
To brilliantly reflect my worth?

* * *

Equal Opportunities

DR. Zelma L. Huxtable, teacher of social living and social studies, Woodrow Wilson Junior-Senior High School, Los Angeles, is chairman of NEA Equal Opportunities Committee, School Womens Council, Los

Angeles, and wife of Richard Byron Huxtable, teacher of social living at Luther Burbank Junior High School and member of CTA Board of Directors.

Dr. Huxtable states that "it is the business of a true educator to be interested in this issue which involves the life, liberty, and pursuit of happiness of fully half of our American citizens. It is time that America proved to the world that she means what she says about guaranteeing Constitutional equality of rights if she is to sit in judgment of other nations."

Latin-American Booklets

PAN-AMERICAN Union, Washington 6, D. C., issues an excellent series of attractive 16-page booklets for the study of Latin-America. The first set of 10 titles was so popular that a second series is now being published. These illustrated booklets are for elementary grades and junior high school; price 5c each.

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READING PROGRAM

AN OVERVIEW OF A COUNTY READING PROGRAM

Glenda Liddell¹ and Elcy McGovern², Kern County Public Schools

KERN County, like other places, now has many teachers returning to the profession after an absence of several years. These teachers have been seeking guidance in preparation for assuming their duties. Most of them have been concerned about Reading and have asked for a brief overview of the Reading program. In response to this need we have presented the following basic principles and framework for our teachers:

The reading program should consist of three types of activities: (1) work reading which develops specific skills in an organized manner, (2) free or recreational reading which develops growing appreciation and pleasure in such an experience and (3) unit reading, which is utilized in providing factual content concerned with certain problems or topics.

Each school has been requested to adopt one of the suggested basic reading series.

Each teacher should make use of the helps offered in manuals which accompany these series. She should acquaint herself with the philosophy of the reading authorities responsible.

Additional aids to teachers are the workbooks which supplement the text.

By using an organized basic reading program we believe that growth can be most effectively gained.

It is important that our primary grade teachers be advised concerning the philosophy of our county board members in regard to "reading readiness." They recognize the individual differences which have resulted from home background, environment, maturation, and innate capacities.

It is the responsibility of the primary teacher to provide environment and instruction consistent to the individual child's development.

Chart reading is the most important

technique employed by the teacher in the initial reading stage.

This method is fully presented in the basic reading manuals, the County Reading Guide, the Social Studies-Science Guide and in the County Curriculum Bulletins, entitled, "Reading Charts" and "Techniques of Chart Making."

In connection with the chart making technique is the recommendation concerning the teaching of manuscript in the first grade.

The use of manuscript by the teacher in making charts facilitates the reading program. The use of cursive in the initial reading stages presents a complexity equal to the learning of two complete sets of language symbols.

The bulletin from the art supervisor indicates the facility by which the transition may be taught from manuscript to cursive writing.

In order to insure maximum growth of each individual it is necessary to group children according to needed reading skills. Reading tests may be used as a diagnostic tool in ascertaining pupil efficiency. On the other hand careful teacher observation will disclose individual needs.

Being forced to read material too difficult for the child hampers growth. It is not unusual to find a spread of eight years in reading ability in the fifth grade. Nor is it unusual to find a proportionate spread in all grades.

The teacher can determine the approximate grade level of the learner through the use of oral reading. If the child fails to recognize a larger number of words than the manual introduces per page it might be assumed that the book on that level is too difficult.

THERE is a growing acceptance on the part of teachers to regard remedial reading merely as a carefully

planned reading program, and using all the factors entering a good learning situation such as: interest, and more complete utilization of the auditory, the kinesthetic, and the visual associations.

The most important contribution of the teacher in the remedial reading program is the building up of confidence together with the removal of any existing emotional blocks.

Remedial reading must be recognized as simply good teaching. Effective results may be obtained in this field without the recognition of the teacher as a "specialist."

The question concerning "phonics" is frequently presented for discussion by teachers. Phonics is one of the five recognized methods for attacking words. Without some training in such children are severely handicapped.

All reading authorities agree that phonics should be introduced after the child possesses a sight vocabulary consisting of 100 words.

The manuals accompanying the basic series make use of the words in their content in an orderly progression, building increased power.

* * *

Unit on Oakland

ELIZABETH SYLE MADISON, supervisor of libraries, Oakland Public Schools, has written *Oakland, A Great Port, By Destiny*; Hispanic pastoral period, a first unit on Oakland, its settlement, growth, and development as a city.

This constructive mimeographed book of 125 pages, with numerous full-page photographic plates, admirably covers the romantic and adventuresome period of the Indians, the Spaniards, and the coming of the Americans.

Written for classroom use, for eighth grade school children, and teachers of Oakland Public Schools, this is a valuable and authentic history book. Teachers of lower grades will find the information usable for re-presentation. Congratulations to the Oakland schools and especially to Mrs. Madison for this worthy unit.

1. General Supervisor.

2. Elementary School Coordinator.

Three Poems*W. J. Sanders, Visalia Junior College**By God's Alone*

BY no man's leave I do the right
 Or utter truth or seek the light;
 By no man's leave reject or choose
 Or plead a cause to win or lose;
 By no man's leave I draw my breath,
 Or live, or love, or suffer death;
 By no man's leave.

"O, Ye —"

OUT of the seed the flower;
 Out of the flower the seed;
 Out of the need the power;
 Out of the power the deed.

"As a Man Thinketh"

GOD keep my thoughts,
 And I shall know no care,
 If Thou but keep my thoughts,
 For thought is prayer.

God keep my thoughts,
 And I shall do the right,
 If Thou but keep my thoughts,
 For thought is light.

God keep my thoughts,
 And I shall live through strife,
 If Thou but keep my thoughts,
 For thought is life.

God keep my thoughts,
 And I shall know the good,
 If Thou but keep my thoughts,
 For thought is God.

* * *

Oratorical Contest

SEVENTH Annual National High School Oratorical Contest, a national Americanism activity of American Legion, sponsored by National Americanism Commission, holds regional contests April 7-14. The national finals, April 14-19, will be held at a point of historical interest to contestants.

Department winners must be certified to National Americanism Commission not later than April 5.

Complete details, in a 6-panel illustrated folder, may be obtained from James K. Fisk, Adjutant, American Legion, Department of California, Room 117, Veterans Building, San Francisco.



— Up to the time that this magazine was scheduled to go to press, we expected to announce in this space the January publication of

a high-school textbook

in one of the most important subjects in the secondary-school curriculum today.

— When this book comes from the press—in the near future—we will make the announcement.

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BUSINESS EDUCATION

A STATEMENT CONCERNING CALIFORNIA BUSINESS EDUCATORS ASSOCIATION

*Ina-Ree Haas, State Secretary, California Business Educators Association,
Instructor, School of Business, Pasadena Junior College*

THIRTY years ago, the first California Business Educators Association was organized. The growth, from the first small group of pioneer members to the present organization which includes teachers of business from every section of the state, makes an interesting history.

The Association today is affiliated with the National Council of Business Education, official publication of which is the Journal of Business Education. The Southern section sponsors the publication of a quarterly bulletin.

The state association is composed of 7 active section associations — Bay, Central, Central Coast, Los Angeles, North Coast, San Diego, and Southern. Membership in these sections is open to all teachers of business education subjects in the public schools of California, or in California colleges and universities which are members of American Association of Colleges and Universities. Most of the section organizations hold meetings twice a year. Two sections frequently combine to hold a joint meeting.

Prior to the war, the state association held a 2-day conference every spring, choosing a different section of the state each year. At the present time, however, these meetings are limited to one day. Plans are being made now for the 1944 spring conference, which will be held in Los Angeles. The general theme of the conference will be Problems confronting business education in the post-war era.

Themes of the past State and section meetings, as Business Education and the War Effort, Global Implications of Practical Arts, Business Education for Victory, indicate the desire of the state organization and its different sections to do their share in winning the war and in helping to solve the problems that will confront the nation

after the war. In the last meeting of the Los Angeles and Southern section groups, 18 post-war problems were submitted to the association members for their consideration by Clifford M. Davis, supervisor of commercial education in Los Angeles city schools. A few of these problems are as follows:

What type of program shall we organize to meet the problem of training and retraining of military personnel mustered out of the armed forces and those released from war production work?

How can we meet the problems of adjustment which will confront us when the short courses of immediate value, now so necessary, no longer meet the needs of settled or depression times?

How can we utilize the experiences gained in operating the war training programs?

How can we meet the demand on the part of retailers and wholesalers for training in distributive occupations?

What new fields of work will offer employment for youths and how shall we prepare to train youths for these new business occupations?

What adjustments should be made in high school business education if there is a period of job scarcity in which younger workers will not be employed?

What can be done to maintain or improve the vocational standards of our courses, not only for the good of the pupils, but also for the status of our program in post-war days?

Clear-cut Objectives

In order to cope with any problems, present or future, a series of clear-cut objectives need to be set up by an organization and kept constantly in mind. A great deal of time and care was spent in formulating such objectives by a committee, whose chairman was Wiley B. Tonnar of Santa Barbara. These objectives, adopted by the California Business Educators Association, are as follows:

To encourage teachers of business subjects to meet in local, district, regional, and state groups through the exchange of ideas and the evaluation of experience.

To cooperate with the Bureau of Business Education and the State Department of Education in promoting business education in California and protecting its interests; to cooperate with any central national organization that is later set up.

To encourage cooperative part-time classes in merchandising, clerical, stenographic, and secretarial fields.

To formulate recommendations as to the qualifications of a vocational counselor.

To strive for closer cooperation with the business interests of each locality and the state.

To develop ways and means of informing high school and junior college counselors with the complete picture of business education.

To promote the acceptance by universities and colleges of credits in business education to meet college entrance requirements.

To study and understand legislative proceedings which affect business, business employees, employers, and teachers.

To develop and promote an improved type of teaching credential for prospective business education teachers.

To constantly improve the business education curricula for training for the higher level office positions.

To inaugurate a state-wide in-service training-program for business educators.

To make surveys of successful placement records.

Support Organizations

We can help to achieve these objectives by supporting our organizations now. Transportation difficulties may make it impossible to attend all the section and state meetings, but our support in the form of membership will aid our associations in their all-out effort for winning the victory and planning for post-war problems. To join, you may contact either your state president or your own local section president. The names and addresses of all the presidents are listed below:

State Officers

State president — Leland M. Pryor, Pasadena Junior College, Pasadena 4.

Bay — Donald J. Mork, San Jose High School.

Central — Dorothy Bitner, Kern County Union High School, Bakersfield.

Central Coast — A. Gaylord Wilson, San Luis Obispo City Schools.

Los Angeles — Daniel Siemans, George Washington Senior High School, 10860 S. Denker Avenue, Los Angeles.

San Diego — Beatrice McClashen, 2344 Sixth Avenue, San Diego.

Southern — C. C. McCary, San Juan Capistrano High School.

LIGHTING FOR SCHOOLROOMS

NEW BULLETIN ON CALIFORNIA CLASSROOM SEEING

Jean Scott Frickelton, San Francisco

IF extreme value to organized groups in the educational field—teachers, nurses, school superintendents and principals, members of boards of education, trustees and school business management—is a 19-page bulletin, entitled, "Recommended Practices for Lighting California Schools."

It was prepared by the research committee of Sight Conservation Council of Northern California, consisting of Dr. R. S. French, president of the Council and principal of California State School for the Blind, Berkeley; Dr. Charles Bursch, chief, division of schoolhouse planning, State Department of Education, Sacramento; Dr. Leland H. Brown, associate professor of electrical engineering, Stanford University; John Lyon Reid, associate architect, Ernest J. Kump Company, San Francisco; and Clark Baker, executive secretary, Sight Conservation Council of Northern Califor-

nia, and lighting counselor, Northern California Electrical Bureau, San Francisco.

Broad in scope, the bulletin includes comprehensive discussions of such subjects as the severity of the seeing tasks in the classroom; sustaining the efficiency of the eye to see during classroom hours; the quantity of the light; desired levels of illumination for the several parts of the school plant, such as class and library rooms, auditoriums, corridors and stairways, laboratories, sewing, drafting and art rooms, etc.; object brightness and surround brightness and its close relation to the subject of glare, which is more or less a sensation of discomfort resulting from over-brightness in the two fields of seeing; evenness of illumination throughout the classroom, which discusses clearly orientation of windows for natural light and installation of artificial lighting equipment; classroom furniture and seating arrangements are effectively discussed; a goodly part of the bulletin is devoted to maintenance, with one or two concrete examples of losses of light which

in reality are losses in the ability of the class student to perform his seeing tasks effectively and efficiently.

The Schoolhouse Planning Division of the State Department and the Sight Conservation Council believe that this bulletin can well serve as a handbook for those who are responsible for the progress of the advance made in education through the school plant.

In order to project this idea further, the research committee of the Council and the Schoolhouse Planning Division of the State Department of Education jointly have built a speakers program which will have extreme value to the groups named above in any of their regular organized meetings. This speakers program is replete with actual lighting and seeing demonstrations.

The program is made available to such groups, with limited travel restrictions. An inquiry to Dr. Charles Bursch, Chief of the Schoolhouse Planning Division, State Department of Education, Sacramento, will bring any desired information on the booklet or possible dates for the program.

A BALANCED READING PROGRAM FOR THE ELEMENTARY GRADES

READING FOR INTEREST

- THESE BASAL READERS were written and illustrated by children's favorite authors and artists, in cooperation with a group of outstanding educators. Dr. Paul Witty served as consultant for the series.
- THE BOOKS include much of the finest juvenile literature ever written, selected and arranged to develop essential reading skills, appreciation of literature, and the enjoyment of reading.
- TEN BOOKS FOR GRADES I TO VI . . . Complete with Charts, Readiness Practice Book, and Sentence, Phrase, and Word Cards for Grade I; Practice Books and Teachers Manuals for each grade, and a General Manual

D. C. HEATH AND COMPANY

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SCHOOL LIMITATIONS

WHY NOT HAVE THE SCHOOLS DO IT?

R. W. Guilford, Principal, Gridley Union High School, Butte County

IT is often as important to realize the limitations of a given situation as it is to realize its possibilities. Disastrous defeats of military forces have been avoided because the commanding officer has realized the limits of powers at his command. This may seem like a negative point-of-view, but to the writer it appears that educators oftentimes seem not to be aware of the limitations inherent in the school program.

Society has created the school as one of its major institutions. As such, the school is charged with many important responsibilities. However, in my opinion, society has not intended that the school should supplant or even in any large measure take over the functions which can be done in a better way by other existing institutions. Any encroachment by the school upon the proper functions of these other social institutions will serve to weaken them and thus undermine our society.

In physiology we learn that disuse of a functional part of our body leads to deterioration and loss of its ability to function. Just in the same way a social institution may become paralyzed and eventually become inoperative. As educators we can not permit this to happen to any of our social institutions.

Whenever it has appeared that another institution has been neglecting to perform its proper social functions, some educator or perhaps a non-educator has jumped to conclude that here were things that the schools should do. It is my conviction, concurred in by many with whom I have discussed the matter, that such a conclusion is wrong. Rather, society should exert pressure to cause the proper institution to function. If the home does not function properly, let us direct society's attention to this sad state of affairs. In time, if not cor-

rected, the courts will become active in pointing out to parents, forcibly if need be, the nature of their responsibilities. How much better this will be than for the school to temporarily try to fill in this social need, only to be followed by certain failure when the home as an institution has become weakened.

Let us indicate some of the school's limitations. First, in terms of time, young people are in school, on the average, 175 out of 365 days. If there is not proper encouragement by the home, the number of days of attendance probably will be much less than this. At the most, young people are in school less than one half of the total days in the year. Then, out of each school day, they are in school

6 or 7 hours of the 24. This means that home and community influences are potentially stronger than those of the school, for they operate during a much longer period of time.

In terms of educational influences outside of school, the movies, the radio, community recreational facilities, usually commercial, and general community activities act upon the lives of young people, often with greater force than do school activities which appear humdrum and drab when compared with name dance-bands, glamorous movie-stars and urgent appeals of all kinds to buy this or that.

IT is evident that the school will never be able to counteract completely unwholesome influences if present in the community and in the home. Society must be told plainly that the home, the church and the community must each make its necessary contribution to the lives of young people.

THOSE CHANGING VOICES

Carolyn Nunn, Teacher, Grade 4, Duarte Elementary School, Los Angeles County
Mrs. Laura E. Jones, Superintendent

BOYS with changing voices who are required to take music can be inveigled out of being discipline problems if their genuine interest in music is snared.

Musc doesn't have to be all singing. Neither does it have to be all listening. Too little intellectual and problem solving work goes into the music period.

Recreational singing is a very fine thing. However, there are always those pupils who are sure they can't sing and make a nuisance of themselves because of it. Whether they can or not is usually debatable. The main thing is that it is unfortunate for children to have nothing more to take from their elementary music

training than a feeling they cluttered up the music department.

Becoming aware of the very real mathematical and scientific foundation of music brings a feeling of respect and interest for music to these musical misfits. This is especially true of boys.

Several large 7th and 8th grade boys were becoming a behavior problem in one of my upper grade music classes. On a chance that it might work I threw out the statement that many people found music out of their line because of the arithmetic concepts involved.

There was a general sitting up and taking notice among the boys who couldn't sing, but who could congre-

gate and surreptitiously keep time in the back of the room.

If they thought I couldn't put up proof for my statement, they were fooled. They learned quite a bit of just old fashioned fundamentals in music reading and ear training. Furthermore, they liked it. Calling it music arithmetic put them in a position to have to learn it. They had boasted about liking subjects that weren't sissy — something sensible like arithmetic.

We usually get a good deal of pleasure out of what we understand. These boys can look at a piece of music, and read the key, clef and time signatures. Consequently, their respect and liking for music has increased.

The hocus pocus has gone out of music for them. It isn't so easy to mark in the measures of a piece of music in 6-8 time that has 16ths, dotted 8ths and triplets if it has to be done under pressure of speed. Just to perform it on percussion instruments to say nothing of finding the notes on any kind of a tuned instrument takes the sissiness out of music performance.

Our first venture in signatures was in common time. Counting to four seemed as though it should be easy. The pupils were given hektographed sheets of music that had no measures indicated. They were given a reasonable length of time to mark in the measures. It is surprising how many children get the wrong number of beats in a measure. The mathematically inclined felt quite pleased with their success. Music was really sensible.

My poorest music citizen got 93 on the test. Several children who played instruments topped that, but it was a higher grade than some of the best singers got. The important thing was that he stopped being a poor citizen during the singing periods.

Logical sequences of key signatures found a like response. The rule of the cycle of 5ths for sharps and the cycle of 4ths for flats made as much sense as the rules for multiplying fractions.

Note reading is simple when the

rule for finding one or do is mastered. All of these fundamental facts were presented as musical mathematics.

Sound, of course, has a scientific basis. Tuning an instrument is a scientific experiment. Musical notation is nothing more than a scientific formula that indicates which sound to produce. That sound can be measured scientifically.

None of these boys of the changing voices are musicians. However, they recognize the reason as being very far removed from just refraining from being sissies!

What they know mathematically and scientifically about music is a satisfaction to them. They also have a respect for those who can perform as well as count to 6 and measure sound.

Love's Force

*Bernice Beth Bristol, Teacher, 6th Grade,
Morningside School, San Fernando,
Los Angeles County*

A MYSTIC force is loose in the world
That is stronger than mighty brawn;
It pulls and it lifts with such a power
That new days are on "Wings of Dawn."

Those who travel with Hope in their hearts
Are held by this power from above.
It's deep, it's strong, and all-embracing,
This force in the world is God's love.

It transcends, it delves, it travels afar,
It goes to the ends of the earth.
Chaos below tries hard to obscure
This love that gives Faith in our worth.

Oceans no longer hold men apart.
A bridge has been built for the span.
It's been in the making these ages past
"God's love and Brotherhood of Man."



*Photograph courtesy New Jersey
Educational Review*

A Helpful Hint for You

Everyone and everything being as helpful as possible these days aids this Nation at its gigantic job. . . . Now, Mother's little helpers aren't always as pleased with their home tasks as they might be nor even with their homework from school. But if this little tip concerning chewing Gum is a help to improve "attitude," helps a child do his tasks with better grace—isn't it worth considering? . . . Munition workers employed on jobs that are particularly irksome and monotonous, have found that enjoying some delicious, welcome Wrigley's Spearmint as they work, makes all the difference in the world to them. The big treat makes them more content and happier and their work seems to go off smoother for all concerned. . . . In so many big and little ways Chewing Gum has proved a help that the demand has gone in leaps and bounds: and in a quality product, such as Wrigley's Spearmint where the demand is naturally greatest, there is a real scarcity.

We can not produce more Wrigley's Spearmint under war conditions. To reduce its quality and so by cheapening it to put more on the market we will not do. . . . There is something to be done, however—and although it might seem strange to you as a teacher to be recommending Gum—may we ask that when you stress "Do Not Chew Gum in School"—you say "Reserve it for Home and only there when and where it can really help you."

LETTERS

Of Interest to California Schoolpeople

Three Notable Books

University of Minnesota
University Press
Minneapolis 14

Dear Editor:

Three outstanding books are now issued, written about one of the most notable experiments in modern education, the General College of University of Minnesota.

First opened in 1932, the College offers students a 2-year liberal arts course leading to an Associate in Arts degree. It gives college training to those students unable to meet University entrance requirements or those who do not want a 4-year course. The experiment and the books that analyze it look to the near future, when more young people than ever before will be educated above high-school level.

These We Teach, by Cornelia T. Williams; an analysis of students problems and counseling techniques; \$2.

Outcomes of General Education, by Ruth E. Eckert; an appraisal of the program to determine how well it helped students adjust

themselves socially, personally, and vocationally; \$2.

Building a Curriculum, by Ivor Spafford and others; a discussion of the problems involved in planning a practical, flexible curriculum; \$3.

The first book in this series, *They Went To College*, by C. Robert Pace, was published in 1941. This study of 1000 young adults who had been to college measured the fundamental problems faced by a large section of our youthful population; \$2.50.

Set of four volumes, \$7.50. Discount for orders of any two or more titles, 20%.

The experiment and the books which analyze it will be of inestimable value as a view of a new educational concept. They recognize that in the near future many more of our young people must have education beyond high-school whether they can or wish to complete any of the regular 4-year arts courses or the professional courses which for so long have been the primary concern of most universities and colleges.

The detailed reports will be especially useful to educators and sociologists who will be professionally faced with the problem of general education. These investigations were financed in part by the General Education Board.

Harry W. Jones Honored

*Piedmont Public Schools Teachers Present
NEA Life Membership to Their
Superintendent*

Edith E. Clark, Head, Commercial Department, Piedmont High School

HIGH tribute was paid recently to Harry W. Jones when his combined elementary and high school faculties honored him with a life membership in National Education Association, in recognition of nearly a quarter-century of generous public school service as principal of the junior-senior high school and superintendent of the elementary and secondary schools of Piedmont.

He went there in 1921, when two small elementary schools and a newly-formed high-school-district made up the entire system—but he visioned a great future in the educational interests of the children of the Piedmont community. He skillfully set about planning a program for its achievement.

Today, with a total enrollment of nearly 2500 students, the Piedmont public school system is a growing organization, nationally recognized as an outstanding institution of learning, and a great credit to Mr. Jones who has cradled it and reared it into magnificent achievement.

He and his teachers have maintained a 100% membership record in California Teachers Association and in NEA for over two decades. As a leading California schoolman, he has been active in professional organizations and in civic affairs. The recent honor which came to him was richly deserved.

* * *

Pierre Pidgeon

A Review by Mabel F. Rice, Whittier College

PIERRE PIDGEON, by Lee Kingman; pictures by Arnold Edwin Bare. Houghton Mifflin Co. \$2.

A NEW and different angle on our "other peoples" collection. The Gaspé Peninsula is the background for little Pierre, who rescues a lady artist from a bull, who wonders however a ship can grow inside a bottle. Unusually beautiful illustrations. The end-papers alone will cause grounded school teachers and their pupils to reach for their maps and mark the Gaspé for a "must" trip after the war.

How to Study California

A Child's Directed Study Guide for the Fourth Grade

by

BERNICE BAXTER

Coordinator of Instruction, Oakland

and

FORREST C. MICHELL

Principal, Lakeview Elementary School, Oakland

This book is a non-consumable workbook for directed study based in general on the new state text *CALIFORNIA*, by Irmagarde Richards.

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5 Copies or more, each . . . \$.60

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San Francisco, 5, California

CTA Honor Schools

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Southern Section

Imperial County: Calexico union high; El Centro — Harding and Wilson; Eucalyptus; Imperial — Lincoln, Westmorland.

Inyo County: Bishop union high, Owens Valley union high.

Los Angeles County: Bonita union high, Claremont city schools, Covina city schools, Downey union high, Glendora; Hawthorne — York, Lancaster; Manhattan Beach; Montbello — Bell Gardens junior high, Fremont, Greenwood, Laguna, Live Oak, Washington and Winter Gardens; Newhall, Norwalk; Pomona — Emerson junior high, Fremont junior high, Alcott, Roosevelt and Washington; Palos Verdes Estates, Redondo union high, San Dimas, Saugus, Sierra Madre, South Pasadena city schools, Temple, West Covina, Willowbrook.

Orange County: Anaheim — Union high, Franklin, La Palma, Mann and Washington; Buena Park, Costa Mesa, Fullerton,

Magnolia No. 1, Newport Harbor high, Olive; Orange — Union high, Center and Maple; Placentia city schools, Tustin, Villa Park.

Riverside County: Banning union high, Corona elementary schools; Elsinore — Union high and elementary; Enterprise, Glenavon, Indio, Oasis, Palm Springs; Riverside city — Central junior high, University Heights junior high, Bryant, Casa Blanca, Independiente and Magnolia; San Jacinto high and elementary, Wellwood.

San Bernardino County: Barstow; Colton — Garfield, Roosevelt and Washington; Cucamonga, Redlands city schools; San Bernardino city — Rialto junior high, Arrowhead, Burbank, Eliot, Harding, Marshall, Meadowbrook, Metcalf, Ramona, Urvita, Washington and Wilson.

San Diego County: Alpine, Anahuac, Chula Vista elementary, Coronado, Del Mar, Dulzura, Mesa Grande; National City — Highland and Kimball; Pomerado, Santa Ysabel, Santee, San Luis Rey, Soledad, South Bay union, Southwest junior high, Spencer Valley, Tecate, Vista, Warner union.

Santa Barbara County: Lompoc, Monte-

cito, Nordhoff elementary, Santa Maria elementary schools.

Ventura County: County office, Mill, Nordhoff elementary; Oxnard — Roosevelt and Wilson; Rio, San Antonio, Santa Ana; Santa Paula — Isbell; Saticoy, Somis.

Northern Section

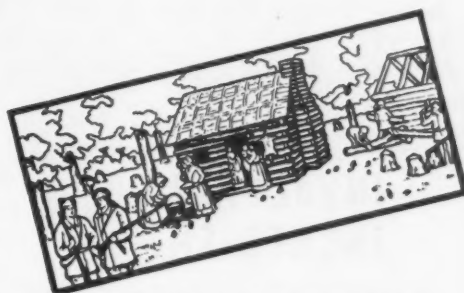
Butte County — Bangor union, Big Bend, Biggs union high, East Gridley, Forbestown, Lone Tree, Manzanita, Morris Ravine, Nimshew, Rio Bonito, Rock Creek, Durham union high.

Chico City — Bidwell, Central, Chapman, Citrus Avenue, Linden, Paradise, Rosedale, Salem.

El Dorado County — Bridgeport, Buckeye, Camino, Canyon Creek, Cave Valley, Coloma, Coon Hollow, Deer Valley, Diamond Springs, El Dorado, Fairplay, French Creek, Garden Valley, Georgetown, Gold Hill, Green Valley, Greenwood, Kelsey, Lake Valley, Latrobe, Live Oak, Missouri Flat, Mosquito, Mount Aukum, Nashville, Negro Hill, Pilot Hill, Pino Grande, Placerville, Pleasant Valley, Pollock Pines, Big Bend, Sly Park, Smith's Flat, Springvale,

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A true picture of the boyhood life of Abraham Lincoln results from the use of this excellent cutout. For sand table work, it is unusually well adapted. For other school activities in the observance of the Great Emancipator's birthday, it produces results that please both pupil and teacher. Easy to color and build. Complete set of eight sheets — 60 cents.



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... for February
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WASHINGTON

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constructing and mounting. Printed on heavy board selected to take crayon or water color perfectly. Three-dimensional house is rugged, long-lasting. Complete set — 60 cents.

Summit, Tennessee, Union, El Dorado County high.

Glenn County — Bayliss, Butte City, Calumet, Cherokee, Chrome, Codora, Elk Creek union, Emigrant, Fairview, Fruto, German, Glenn, Grapevine, Hamilton union, Kanawha, Lake, Liberty, Lincoln, McIntosh, Murdock, Newville, Ord, Orland Joint union, Plaza, Union, Elk Creek high.

Lassen County — Harlong, Lincoln elementary, Lassen union high and junior college.

Nevada County — Nevada City high.

Nevada County — Elmer Stevens, president of Nevada County Teachers Association, reports 100% membership of the Grass Valley and the Nevada City school teachers. Walter A. Carlson, county superintendent, reports that the rural school teachers of the county are practically 100%. He hopes to have every Nevada County teacher enrolled in CTA for 1944.

Placer County — Alta Vista, Applegate, Auburn union, Blue Canyon, Central, Colfax, Columbia, Emigrant Gap, Fruitvale, Gold Hill, Gold Run, Happy Hours, Iowa Hill, Lincoln union, Lone Star, Loomis union, Newcastle, New England Mills, Sheridan, Spring Garden, Tahoe Lake.

Shasta County — Bass, Cedar Creek, Clear Creek, Columbia, Ellis, Fall River, Fall River Junction union high, Flat Creek, French Gulch, Grant, Hat Creek, Igo, Junction, Kimball, Latona, Lincoln, Lindsay, Lone Tree, Middle Fork, Mill Creek, Millville, Mountain Grove, North Cow Creek, Oak Run, Ono, Parkville, Prairie, Round Mountain, Sacramento River, Shasta, Slate Creek, Union Inwood, Kosh Creek, Mountain, Phillips, Pineland, Sierra, McArthur.

Tehama County — Red Bluff high and elementary.

Yolo County — Apricot, Bryte, Buckeye,

Canon, Capay, Cacheville, Clarksburg, Dunning, Davis, Esparto high, Fillmore, Fremont, Gordon, Grafton, Laugena, Woodland Prairie, West Sacramento, Winters, Spring Lake, Washington, West Acres, Zamora, Davis high.

* * *

San Diego Meeting

SCHOOL Administrators Conference, San Diego and Imperial Counties, was held December 4 in San Diego, Dr. Will C. Crawford, city superintendent, presiding.

Sponsoring organizations were California Association of School Superintendents Section 1, California Secondary School Principals Association Section 21, San Diego County, and Phi Delta Kappa.

John A. Montgomery, president of the county administrators association, presided at the morning session, where many topics

of current importance were discussed. Luncheon was served by Phi Delta Kappa.

At the afternoon session a group of San Diego high school students presented a music program. Dr. Chen Shou-Yi of Claremont Colleges; Dr. Walter R. Hepner, president of San Diego State College; Dr. Crawford; Francis L. Drag, county schools curriculum coordinator; and Dr. John S. Carroll, San Diego county superintendent, made addresses.

Earl P. Andreen, principal, La Jolla junior-senior high school, was secretary of this interesting, timely, and successful educational conference.

* * *

The Teacher of English and the War Savings Program, an excellent 32-page illustrated bulletin, prepared by National Council of Teachers of English for Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D. C., presents a unit for junior high school and one for senior high school.

CALIFORNIA CONSERVATION

COOPERATION IN CONSERVATION EFFORT

TENTH California Conservation Week is observed March 7 to 14. It is suggested that during the Week and month, through their usual channels of publicity, agencies, schools and organizations should review past achievements and announce plans for still more efficient action and broader cooperation.

The program proposed by the Conservation Week Committee indicates some of the many lines of work which can be aided by conservation education.

Most of the people do not realize how rapidly our reserves and many of our natural resources are being depleted. They do not foresee the results upon our standard of living in the State after the war. Because of your special interest and knowledge you have a great responsibility. Your leadership in conservation efforts is of fundamental importance.

The work that most of us must do now is to strengthen our Republic at home; to help it function effectively in tremendous war jobs and to keep the machinery of industrial, civic, school and home life running smoothly.

"Conservation is a War Weapon in the hands of every man, woman and child." This means, among other things, taking good care of the things we have, getting along with less and preventing waste.

The Council urges you to aid those who are trying —

1. To provide for the best use of natural resources for both military and civilian needs.
2. To coordinate the various wartime and post-war planning program of different agencies.
3. To encourage education in thrift, in agriculture, and in the continual need for fire prevention, soil conservation, and obedience to the regulations which protect fish, game, recreation and scenic area, and the vitally important food, timber and mineral resources of the State.

Send suggestions to the President, Miss Pearl Chase, 209 E. Canon Perdido Street, Santa Barbara.

INVALUABLE INGREDIENT

This new motion picture in color, showing the process of producing salt by solar evaporation, will be loaned, without charge, to schools having a 16MM. projection machine equipped for sound.

Ready for release, January 15, 1944.

Address requests for loan of film to

LESLIE SALT CO.

310 Sansome St., San Francisco — 6

RUB IT OUT

Wayne D. Steimle, Science Department Head, Santa Maria High School,
Santa Barbara County

DURING my college days, upon entering a malt shop, I noticed an initial cut into a varnished table-top. A month later—in the same shop, all the tables, benches and knotty-pine walls were riddled with names and initials of most every high school boy and girl in the neighborhood!

People—and especially students—are like sheep. They follow the leader. Have you ever noticed a tree with a freshly-cut initial in it, and then returned some time later to find the same tree considerably mutilated?

Students who unthinkingly write on walls do not realize they are instilling the same idea in every weak person's mind who sees the writing. Recently I noticed a verse written on the window-casing of a high school lavatory. Unthinkingly nothing was done. A day later three verses had

been added. The janitor was consulted and there have been no more "fools traces" appear since.

If an initial is removed from a wall, desk, or chair as soon as it is seen, much labor will be saved. The day-dreamer unconsciously follows with his pencil an initial already on a table, causing it to go deeper until it is impossible to remove it.

It will pay dividends if the teacher will remember to nip in the bud the cancerous markings of the thoughtless student before they have spread and grown too large and deep to handle.

* * *

California Retired Teachers Association, Berkeley-Oakland, East Bay Division, has the finest club house of any similar group in America, according to a lengthy article

by Hal Johnson in the Berkeley Gazette. Presented to them some years ago by Stephen E. Babson, the beautiful clubhouse is self-supporting through rentals of apartments on the second floor. The East Bay group is one of the 16 divisions of the state association.

Persons desiring further information about the clubhouse may address the secretary, Belle Fish, 3215 Brookdale Avenue, Oakland.

* * *

World at War

GINN and Company has issued a concise, vivid, and well-integrated account of why the war came about, why we are fighting, and how we can prevent war in the future.

This well-illustrated paper-bound book of 92 pages, including new polar projection maps, is being used successfully in upper grades junior and senior high schools as supplementary material in geography, history, civics and other social studies.

By the eminent writer and scientist Dr. John H. Bradley, it emphasizes air-mindedness and global geography and covers the battle areas of the world; price 44c.

I know that I should belong to

CALIFORNIA TEACHERS ASSOCIATION

because —

CTA is the only California all-inclusive state-wide organization.

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CTA has worked for 80 years for the welfare of the teaching profession.

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CTA at all times aims to make Teaching a real profession.

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CTA is the principal spokesman for Education in California public life.

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CTA is the representative of the teachers at every session of the State Legislature.

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CTA keeps California teachers informed concerning educational legislation.

CTA informs teachers of educational matters within the State. It furnishes a medium, Sierra Educational News, whereby teachers may express their ideas and present articles or problems.

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CTA provides research material of inestimable value to the schools.

★

CTA inaugurates educational policies.

★

CTA leads in every effort to stabilize school support, secure adequate school facilities, and, through its committee activities, has insured a thorough understanding of school problems.

DISMISSAL OF TEACHERS

DISMISSAL OF TEACHERS BECAUSE OF NON-RENEWAL OF CREDENTIALS

Alfred E. Lentz, Administrative Advisor, State Department of Education, Sacramento

THE provisions of the California tenure law become of no avail to a teacher (or any other person employed by a school district in a position requiring certification qualifications) the moment he ceases to hold a valid credential issued by the State Board of Education authorizing him to serve in the position held by him.

The instant his credential expires his employment by the district ceases by virtue of that happening, just as surely and as certainly as if he had voluntarily left the service of the district and none of the provisions of the tenure law can operate to thereafter restore him to employment in his district. Should he later secure another credential his reemployment would be at the discretion of the governing board of the district.

Possession Paramount

Consequently the continued possession of a valid credential is of paramount importance to every person employed by a school district in any position requiring certification qualifications. A large number of persons possess life diplomas or so-called "unlimited credentials" which are valid until revoked or suspended and the

members of this group are therefore not concerned with the necessity of providing for the renewal of their credentials. There is, however, a large group of persons whose credentials when issued are valid only for specified periods of time and which must be renewed prior to their expiration in order to prevent the occurring of any period of time during which no credentials are in effect.

For many years the rules and regulations of the State Board of Education have provided that many credentials could be renewed only upon verification of at least 5 months of successful teaching experience in the public schools of California; in some cases, the experience has been required to be during the preceding 5 years and in other cases, no period within which the experience must have been had has been specified.

This particular requirement was the principal factor involved in the decision of the First District Court of Appeals in *Matteson v. State Board of Education et al.*, 57 Cal. App. (2d) 991. The facts in the case were that a permanent teacher employed in the San Francisco Unified School District, applied to the State Commission of Credentials in 1940 and prior to the expiration of her credential, for a renewal of her general secondary credential. The authorities of the district refused to verify that the teacher had had 5 months successful teaching experience, although the teacher had been employed in the district since 1929 and during her service in the district no charges of any kind had ever been preferred against her nor had she ever been subject to disciplinary action of any kind.

Commission of Credentials

The Commission of Credentials, in accordance with the rules and regulations of the State Board of Education, requiring verification of 5 months of successful teaching experience as a condition precedent to the renewal of the credential, refused to renew the credential and upon the expiration of her credential the governing board of the district dismissed the teacher from the service of the district.

The teacher then brought an action to compel her restoration to her position as a teacher in the district, claiming that the action of the Commission of Credentials in refusing to renew her credential and that of the governing board of the district in dismissing her, were illegal. The judgment of the trial court was adverse to the teacher who then appealed to the District Court of Appeals which reversed the judgment of the trial court resulting in the teacher's credential being renewed as of the date of the denial of its renewal and the restoration of the teacher to her position in the district with full salary from the date of her dismissal.

THE decision of the Appellate Court was based on its conclusion that the rule of the State Board of Education which required verification of "5 months of successful teaching" as a condition precedent to the renewal of a credential must be construed as requiring only a showing of 5 months experience without charges of unfitness or incompetence ever having been filed against the applicant for renewal.

Appellate Court Decision

The Court held that under the laws relating to the suspension and revocation of credentials (School Code sections 5.381 and 5.382, now Education Code sections 12776-12780) and under the tenure law (School Code sections 5.650-5.654, now Education Code sections 13521-13556) it was "quite obvious that it was the legislative intent that no teacher and especially one holding permanent tenure should be deprived of his credential to teach in any of the public schools in this state without some sort of charges being filed against him, and without being afforded the right of trial thereon, so that he may defend himself against such charges"; and that to construe the rule in question as providing that the action of the Commission of Credentials "in the exercise of the authority conferred upon it by said rule is to be controlled by the mere ex parte opinion of some one employed in the school or district as to whether the teaching experience of the teacher has been successful", would render the rule invalid because the rule would then be "inconsistent with the statutory provisions above set forth relating to revocation, tenure and dismissal and therefore void for the reason that the school law expressly declares that the rule-making power vested in the State Board of Education by section 2.1383 of the School Code (now Education Code section 112) pursuant to which the rule herein was adopted, is limited to rules 'not inconsistent with the laws of the State'".

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The Story of the Redwoods, Earth's Oldest Living Things, is an illustrated 4-page leaflet issued by Save-the-Redwoods League, 250 Administration Building, University of California, Berkeley 4. Objects of the League are: 1. to rescue from destruction representative areas of our primeval forests; 2. to cooperate with the California State Park Commission, and other agencies, in establishing Redwood parks and other parks and reservations, 3. to purchase Redwood groves by private subscription; 4. to cooperate with the California State Highway Commission, and other agencies, in assuring the preservation of the trees and of the roadside beauty along highways in California; 5. to support reforestation and conservation of our forest areas.

* * *

Military Language Manual, Spanish-English, by Drs. Alpern and Martel, both of New York City, a timely and praiseworthy paper-bound book of 145 pages, price \$1, is published by Gregg Publishing Company, with Pacific Coast headquarters in Phelan Building, San Francisco.

This compact bilingual conversation manual and textbook, appropriately illustrated, is for the Armed Forces and for such civilians as travelers, interpreters, translators, and others.

* * *

Santa Ana Junior College Associated Students has issued a beautiful combined alumni and anniversary magazine issue of *El Don*, the college newspaper, now in its 20th volume. This issue is dedicated to the Don war heroes killed in service, missing in action, and prisoners of war. The magazine was printed by the Fine Arts Press of the College.

* * *

Business Schools

A DIRECTORY of all private business schools in the United States giving data regarding the faculty, courses-of-study, equipment, etc., has been prepared and is now available upon request to superintendents, high school principals, vocational advisors and guidance officers in high schools.

This directory of 84 pages was prepared primarily for use by governmental agencies in the present war-emergency training program. A copy of the directory may be obtained gratis by addressing a request to War Emergency Council of Private Business Schools, 839-17th Street, N.W., Washington 6, D. C.

CALIFORNIA CONSERVATION WEEK

MARCH 7-14 are the dates for the state-wide observance of the 10th annual California Conservation Week, a distinctive and colorful California tradition.

All California school-people are urged to again actively participate in this highly-important observance.

For free leaflets and other literature address Pearl Chase, President, California Conservation Council, 209 East Canon Perdido, Santa Barbara.

To the teacher who needs study material on consumer problems

HERE ARE 32 BOOKLETS ON BUDGETING AND BUYING FOR THE HOME
—PRACTICAL AND UNBIASED—SUPPLIED FOR MAILING COSTS ONLY

DO YOU use consumer problems in your teaching? Would you welcome some practical, dependable material for classroom and reference use?

In the Household Consumer Library you will find 32 practical booklets on managing family finances and on buying almost everything used in the home. Teachers tell us that the booklets make very helpful teaching material. Since the first volume in the series was published some twelve years ago, the number of schools and colleges using the material has steadily grown.

Written by impartial authorities

Prime object of the Household Library is to supply dependable, unbiased information which will help Mr. and Mrs. Consumer to

plan their spending wisely and do their shopping intelligently. Writers of the booklets are authorities in their respective fields. They gather their material from many authentic sources. The booklets give a well balanced picture of what consumers should know before they spend their money.

Four main groups of the Household Library are Money Management, The Home, Clothing and Accessories, Foods and Equipment. Each group consists of a Money Management booklet giving the general points on economical money management in its field and several supplementary Better Buymanship, Use and Care bulletins each giving specific information on how to buy, use and care for a particular commodity.



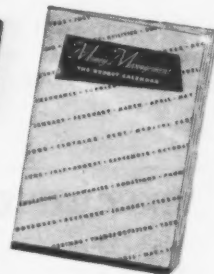
Budget Calendar sent free

Don't you want to get acquainted with the Household Library now before the new semester starts? We will gladly send you a copy of The Budget Calendar, the booklet which describes a budget plan that really works, and descriptive list of all the other booklets in the Library. You may obtain as many copies of the booklets as you may need for 2½¢ each to cover mailing costs. Why don't you send the coupon for free copy of The Budget Calendar now?

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Humane Award

APRIL 30 is closing-date for entries, National Humane Key Award (key and \$200 in war bonds or cash) of American Humane Education Society, 180 Longwood Avenue, Boston 15.

Any one wishing to compete should immediately request the society, above address, for an official entry blank, which must accompany all entries.

Entries may consist of projects on a humane theme, humane plays or stories, original methods of teaching humane education, theses on humane education.

* * *

Louise W. Mears at Statehouse Station, Box 57, Lincoln 9, Nebraska, has written a biography of Carroll Gardner Pearse, prominent NEA worker; prepublication price \$3.

EXECUTIVE WANTED

An energetic, hard-working school man or woman for an executive job with well-known publishing house. Prefer person between 30 years and 45 years with good organizing capacity and ability to get things done.

Good salary, challenging work. State experience, present salary, age, family dependents. All answers will be treated as absolutely confidential.

Write Sierra Educational News, Box 44, 155 Sansome Street, San Francisco 4.

Childrens Librarian

STUDENTS, counselors, librarians, and others interested in library work find helpful information in a 6-page leaflet on The Occupation of the Children's Librarian, by Sarah A. Beard, published by Occupational Index, at New York University; single copies are 25c, cash with order.

This is one of a series of 68 such leaflets describing opportunities in 68 different occupations. Each covers the nature of the work, abilities and training required, income, advantages and disadvantages.

* * *

A New Best Seller

THE patriotic pieces contained in Selections for Memorizing, Grades 1 to 9, are now in a single Personal Growth Leaflet 297, known as Patriotic Selections for Memorizing. This single leaflet contains the following:

- Grade 1 — The Pledge to the Flag.
- Grade 2 — There Are Many Flags.
- Grade 3 — Our Flag.
Young America.
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January 15 — CTA Bay Section Council; regular session. Sir Francis Drake Hotel, San Francisco.

February 2 — Social Hygiene Day; national observance.

February 12 — Abraham Lincoln's Birthday.

February 19 — CTA Board of Directors; regular meeting. CTA State Headquarters, San Francisco.

February 22 — George Washington's Birthday.

April 7-8 — CTA State Council of Education, annual meeting (April 8); Board of Directors and State Committee Meetings. Palace Hotel, San Francisco.

April 9 — Easter Sunday.

May 5 — Contra Costa County Teachers Institute. Richmond.

May 30 — Memorial Day.

April 24-29 — California Public Schools Week; 25th annual observance. Charles Albert Adams, State Chairman.

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* * *

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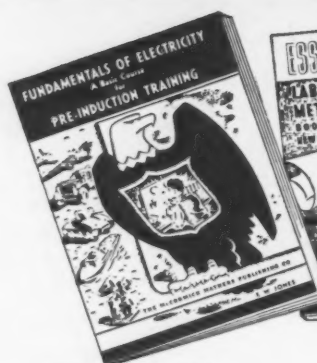
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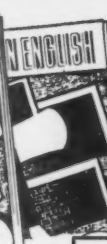
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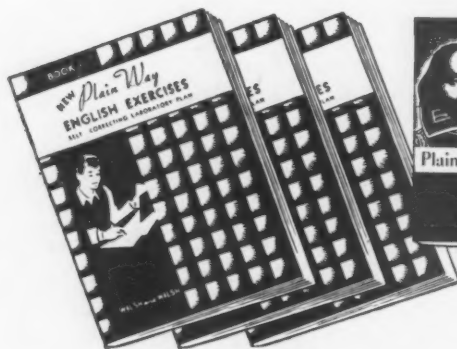


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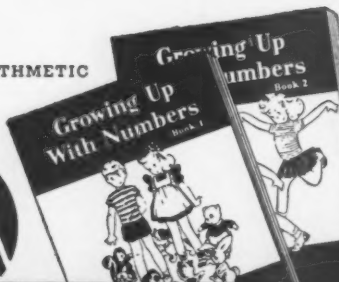
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